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ABSTRACT

An annotated list of selected organizations that offer materials and services designed to help elementary and secondary school educators expand international studies in their schools is provided. Information about the organizations includes student and teacher materials available, inservice workshops, consultations, access to resource collections, and help in locating exemplary programs. The first of nine sections, a user's guide, suggests steps in strengthening the international dimension of school programs. Section II lists major educational organizations that specialize in world area or world culture studies, world affairs education, international exchange, and foreign policy. Sections III and IV list professional and international organizations while sections V-VII list student and teacher exchange programs, national resource centers for area and international studies, and world affairs councils. Organizations with special interests are listed in section VIII and examples of organizations that focus on peace, conflict studies, and nuclear issues are given. Additional sources are cited in section IX, and appendices provide instruments for assessing programs; an exercise in selecting and ranking goals and objectives; an article on inventorying the home, school, and community; and sample evaluation questions. (LH)

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Resources for Strengthening International Studies in Schools

A Directory of Organizations

Social Studies Development Center
Indiana University
Bloomington, IN.

1984

SO 015 862

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Michelle Tsun,
Audio-Visual Center Graphics

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STRENGTHENING INTERNATIONAL STUDIES IN SCHOOLS: A DIRECTORY OF ORGANIZATIONS

Foreword

This brief directory provides an annotated list of selected organizations that offer materials and services especially designed to help elementary and secondary school educators in their efforts to strengthen international studies in schools.

The directory focuses on a small number of organizations whose primary goal is to provide a variety of materials and services suitable for use in improving and expanding international studies in a wide range of courses or programs. The available materials listed range from student activities and readings to background information that teachers can use to expand their knowledge or to prepare their own classroom materials. The services offered include in-service workshops, consultations, access to resource collections and help in locating exemplary programs.

Recognizing that there are many approaches to strengthening the international dimension of school programs, the directory also includes examples of organizations or centers that specialize in world area or world culture studies, world affairs education, international exchange and foreign policy issues. Some international organizations as well as a few agencies of the federal government are also listed.

The directory is prefaced by a user's guide on assessment and planning at the local school district level.

We hope this directory will prove useful and we welcome your suggestions and criticisms.

James Becker
Merry Merryfield

For further information about resources and procedures for implementing programs in this area, see:

Cross-Cultural Learning in K-12 Schools: Foreign Students as Resources, The National Association for Foreign Student Affairs, 1860 19th Street, NW, Washington, DC 20009.

Improving International Understanding: A School District Planning Guide, Indiana/Kentucky International Understanding Project, New Albany-Floyd County Consolidated School Corporation, 802 E. Market Street, New Albany, Indiana 47150.

Internationalizing Your School: A Handbook for Teachers, Administrators, Parents and School Board Members, by Frank Rosengren, Marylee Wiley and David Wiley. National Council on Foreign Language and International Studies, 605 Third Avenue, 17th Floor, New York, New York 10158.

This directory was made possible by a grant from the Danforth Foundation.

SECTION I

A USER'S GUIDE

A USER'S GUIDE*

A growing public awareness of the need to expand international studies in schools has resulted in an increased number of new programs and special efforts offering materials and services to elementary and secondary school educators.

This directory provides information about some of these special efforts. It also suggests some guidelines for selecting from the available materials and services those likely to be of most help to you.

This section of the Directory suggests some steps you might take to determine what materials and services will most likely serve your needs and interests. Used separately, the steps may help you to determine your priorities in seeking outside resources. Taken together, the steps can be used as a basis for local planning and implementation of an international studies effort in your school. Also included in this section is a list of skills associated with assessing your current efforts and planning improvements (see Chart I).

Steps in Strengthening the International
Dimensions of School Programs

Step One: Create Awareness

Provide opportunities for the teachers and administrators in your school to review materials that demonstrate the nature and significance of international understanding, various ways of defining the term, descriptions of courses and classes emphasizing international understanding, and lessons and activities for the classroom.

If possible, arrange for visits to schools with well-established programs or arrange for teachers in your school to meet with teachers who have successful programs in international understanding.

Step Two: Assess Current Programs

Carefully analyze the curriculum by grade level or course to see where the curriculum is currently or potentially strong in developing or reinforcing international understanding. Be concrete and specific in listing courses, topics and opportunities wherein international understanding could be given greater emphasis. See "Instruments for Assessing Current Programs," Appendix A.

Step Three: Select Goals for International Understanding and Make Plans for Activities

Review some lists of goals and objectives for international/global understanding.

Using a checklist of specific competencies that make up a global or international perspective, identify a dozen or so competencies that are, in your judgment, particularly important to try to develop. Identify particular abilities to be developed and/or reinforced at each grade level or within each course. Write these along the left-hand side of a large sheet of paper. In identifying these opportunities, keep in mind questions such as: Where in the curriculum are places for adding or infusing new topics or content? Are there topics which could be approached from a different intellectual perspective? Are there topics or content that could be better taught using different media or methods? Do I know of better methods or instructional materials than the ones currently in use? See "An Exercise in Selecting and Ranking Goals and Objectives," Appendix B.

Step Four: Build a Rationale

Review statements, resolutions, or articles supporting international/global education. Work with others in your school to prepare a statement that can be used with parents, school board members, and the press explaining why it is important that students have the opportunity to develop an international perspective and how your school is trying to provide the knowledge and experience needed to develop such a perspective.

Step Five: Inventory Resources and Opportunities for Improving International Understanding

Look at the school, the curriculum, and the community as well as the way decisions are made in your school. Who decides? When are decisions made regarding new courses or curricula? What situations facilitate favorable decisions regarding new programs? Identifying resources, opportunities, and occasions for decision-making is an important step in deciding how best to implement your program. See "Inventorying the Home, School and Community," Appendix C.

Step Six: Select Learning Materials

Using a checklist that you find suitable for your school, review materials for possible use in the courses and programs you have deemed suitable for promoting international/global understanding.

Step Seven: Evaluation

Review various methods and instruments for evaluating your program. Construct or select those best suited to the goals and objectives you have selected. Sample evaluation questions appear in Appendix D. The Global Education Network on Evaluation (GENE) is preparing a case book of descriptions of global education evaluations and a collection of instruments. Consultations on evaluation can be arranged by request beginning in 1985. Contact Judy Torney-Purta and Barbara Bershon, Institute for Child Study, University of Maryland, College Park, MD 20742, telephone (301) 454-2034.

* * *

These steps can form the basis for local district planning. They can help you to prepare a list of abilities of particular concern to you along with a description of strong features of the existing curriculum and a description of opportunities to further strengthen the international dimensions of your curriculum. Reviewing the opportunities for change that you have identified may suggest areas wherein outside resources would be most helpful as well as what kind of outside help is most needed.

Most of the steps listed are useful in considering any curricular change. They are based on three assumptions about strengthening the international dimensions of school programs:

1. Many aspects of the curriculum in most schools are already promoting particular components of international studies.

2. Many potential opportunities to modify or alter the curriculum exist in most schools.

3. Whether classroom teacher, curriculum supervisor, principal, superintendent, or board member, everyone associated with the instructional program of a school has some opportunity and means of affecting some degree or kind of improvement in the curriculum.

The preliminary plans discussed here are necessarily tentative, flexible, and general. They will change and grow, becoming clearer and more specific as you work through your program.

Chart I: A List of Leadership Skills

I. Building Awareness
1. Share vignettes and scenarios of what international studies means in the classroom
2. Share examples of school-wide or district-wide projects which promote international studies
3. Present a brief statement on the nature of international studies

II. Assessing Current Local Programs
4. Gather information about the level of current activities in international studies
5. Gather information about the adequacy of texts and materials regarding international concerns

III. Selecting Goals and Objectives
6. Cite a range of possible goals and objectives in international studies
7. Take a group through a process of selecting international studies goals and objectives

IV. Building Rationale
8. Prepare a brief written rationale for the program
9. Prepare a verbal statement explaining the need for the program
10. Draft a press release citing the need for establishing the program

V. Inventorying Resources for Improving International Understanding
11. Prepare a list of community agencies, businesses, events and speakers, related to other cultures or global issues
12. Prepare a list of print and non-print materials currently available related to other cultures or global issues
13. Prepare a matrix for matching objectives and local resources

VI. Selecting Materials and Resources
14. Take a group through a process of reviewing materials and resources using a review questionnaire
15. Take a group through a process of selecting materials and resources to be used with courses and objectives

VII. Evaluation
16. List questions which need to be answered in assessing the global education program
17. Identify resources for answering the evaluation questions: instruments, personnel, techniques.

SECTION II

MAJOR EDUCATIONAL ORGANIZATIONS

The Bay Area Global Education Program (BAGEP)

NOTE: BAGEP is a collaborative effort of three organizations.

Global Perspectives in Education (West Coast Office)
Mills College Station
P.O. Box 9976
Oakland, California 94613
(415) 430-9976

Contact Person
Robert Freeman

Stanford Program on International and Cross Cultural Education
(SPICE)
Lou Henry Hoover Building, #200
Stanford University
Stanford, California 94305-2319
(415) 497-1114

Contact Person
David Grossman

World Affairs Council
World Affairs Center
312 Sutter Street, #200
San Francisco, California 94108
(415) 982-2541

Contact Person
Joyce Buchholz

Background

Since the 1970's, three Northern California organizations with international resources and commitments have addressed the neglect of world affairs in the pre-collegiate curriculum.

In 1979, these three organizations established a formal working partnership, the Bay Area Global Education Program (BAGEP). The BAGEP consortium operates a comprehensive program to assist schools to strengthen teaching about international affairs, global issues, and people from other nations and cultures.

Sponsorship

BAGEP is sponsored by the Center for Research in International Studies and the School of Education, Stanford University, Global Perspectives in Education, Inc.; and the World Affairs Council of Northern California.

Source of Support

BAGEP has received funds from government, corporate, and foundation sources, including the National Endowment for the Humanities, the U.S. Department of Education, the Columbia, Cowell, Gerbode, Hancock, and Hewlett Foundations, Levi-Strauss Corporations, and the San Francisco, San Mateo, and Santa Clara Community Foundations. It also receives base support from Global Perspectives in Education, Inc., Stanford University, and the World Affairs Council of Northern California.

Current Programs and Priorities

Staff Development

Three levels of training are offered to participating districts:

- Introductory Awareness Workshops—designed to stimulate a broad interest in global education.
- Intermediate Workshops—focused on teaching skills and content mastery.
- Advanced Institutes—intended to develop leadership skills, provide intensive study of global and cross-cultural content and demonstrate how that content may be adapted to the curriculum.

Additional programs on **world cultures** and **global issues** are offered to schools and teachers throughout the Bay Area. Special **team training** workshops for school-based teams are also available.

Resource Center/Teacher Library

The Resource Center houses a growing collection of A.V. materials, texts, simulations, lesson plans and units which are available for loan to teachers in Northern California. Schools pay only for return mailing.

The library includes reference works on many nations and cultures, background on contemporary issues, and professional reading in global education.

The Resource Center and Teacher Library are located in the World Affairs Center, 312 Sutter Street, San Francisco.

Consulting/Conference Presentations

BAGEP provides consultation on a wide range of topics on a fee-for-service basis. Consultants include both teachers and staff from the BAGEP program. The topics incude:

- Africa
- China
- Japan
- Latin America
- Indonesia and Singapore
- Cross-cultural education
- Contemporary world issues
- Staff development
- Curriculum development
- Change processes
- Leadership training
- Evaluation

Outreach

Colloquy, the BAGEP newsletter, provides program announcements, teaching ideas, lesson plans, lists of new resources, special features on global issues and other items of interest to people concerned with global education. It is available without charge to educators nation-wide.

BAGEP teachers and staff often conduct classroom demonstrations, make presentations at professional meetings, and conduct special global education conferences at the local, state and national levels.

Summer Institutes

Each summer BAGEP offers an intensive 3-4 week institute on a world area or current international issue. Previous institutes focused on Asia; Africa; Latin America; and International Economics, Trade and Development. The 1985 Institute will be on International Security and Arms Control. These institutes are open to educators beyond the BAGEP-affiliated districts on a space available and fee basis. Contact Joyce Buchholz at the World Affairs Council for information.

Curriculum Study Tours

Each summer BAGEP offers curriculum-oriented study tours to other countries. In 1982 there was a Group Projects Abroad Study Tour to Indonesia and Singapore, under the auspices of the U.S. Department of Education. A similar tour is planned to Nigeria during summer 1984. Additional tours are planned for Korea and Japan. Currently these tours are open only to BAGEP-affiliated educators.

Theme Guides

BAGEP has adapted a thematic approach, organizing the task of "globalizing" the curriculum around a limited number of foci. Based on a needs assessment in California school districts, guides have been prepared for each of the following themes: World cultures, world literature, language, understanding our cultural diversity, U.S. history in a global context, and contemporary issues. The guides include rationales, goals, activities by goal and grade level, and resource list. Theme guides are available from SPICE for $10 each.

University-Based Regional Consortia

With support from the Rockefeller Foundation BAGEP is developing other university-based regional global education programs in California. This cooperative effort involves a combination of local activity with BAGEP's central programs under the direction of a team of educators in a given region led by a BAGEP Fellow. Current sites for the Consortia are Dominican College in Marin County, San Diego State University, and Stanislaus State University.

Major Emphases

BAGEP emphasizes curriculum development, staff and leadership development, development of University-based regional consortia in California and the western U.S., resource sharing, and evaluation research.

Publications and Teaching Materials

SPICE publications include teaching resources and materials on China, Japan and Latin America. Write SPICE for a catalogue of materials. Some examples are:

CONTEMPORARY FAMILY LIFE IN RURAL CHINA $30.00
Grade level: 6-8

This four part unit is based on 66 slides of a rural family in the southern Chinese province of Guangdong. The four integrated parts include: 1) Introduction to Starwood Village; 2) The Grandmother's Role; 3) Parental Roles; 4) Socialization of the Children. A wide variety of suggested activities and worksheets accompany the unit.

HEELOTIA: A CROSS-CULTURAL SIMULATION GAME $2.00
Grade level: 9-12

Heelotia is a preliminary exercise to the study of other cultures. Through this simulated cultural exchange, students gain firsthand experience in the formulation of stereotypes and perceptions/misperceptions. Students are divided into two "cultures." After becoming comfortable in their own culture, students participate in an exchange with the other society, conducting an investigation of each other's values, rules, behavior, etc. This simulation also serves as an excellent exercise in personal decision-making.

THE HAIKU MOMENT: SEEING THE WORLD IN A GRAIN OF SAND
Grade level: 7-12

$20.50
Text: $ 3.25
Slides: $14.00
Cassette Tape: $ 3.25

A revised introduction to the world of haiku as a poetry form, focusing on in-class writing activities. Accompanying slides and cassette tape set the mood for composing haiku. Japanese aesthetic principles are also discussed and illustrated by slides form a variety of art forms.

THEIR PLACE IN THE SUN: IMAGES OF JAPANESE WOMEN
Grade level: 7-12

$30.95
Text: $ 5.95
Slides: $25.00

An examination of women's varied roles in Japan. The unit compares women in the work force in Japan and in the U.S. Also deals with media images and students' impressions of Japanese women today.

MEXICO VISTO POR SUS NINOS: A RESOURCE FOR GLOBAL EDUCATION
Grade level: K-8

$13.00
Text: $ 1.75
Slides: $ 8.25
Cassette Tape: $ 3.00

A bilingual language arts lesson, slides of Mexican children's art, and a tape of selections from original poems and compositions (English or Spanish available) will motivate students to explore further the outstanding book and instructional kit available from the National Foundation for the Improvement of Education (NFIE), 1201 - 16th Street, NW, Washington, DC 20036.

CONTRASTING URBAN LIFESTYLES IN BRAZIL
Grade level: 6-12

$28.00
Text: $ 5.00
Slides: $23.00

Two of the world's largest cities, Rio de Janeiro and Sao Paulo, are the setting for a study emphasizing the dynamic and unique urban culture of Brazil. Slides, maps, charts and short simulations introduce commonalities of world cultures: climate, food, housing, education, transportation, families, religion, and entertainment.

Evaluations

Materials Field Tested
Major role in "Schools and the World"
Panel of the Study of Stanford and the Schools

Center for Public Education in International Affairs

School of International Relations
University of Southern California
Los Angeles, California 90089-0043
(213) 743-4214

Contact Person
Steven L. Lamy

Sponsorship

The Center for Public Education in International Affairs is sponsored by the School of International Relations at the University of Southern California.

Source of Support

The Center for Public Education in International Affairs is supported by the University of Southern California.

Current Programs and Priorities

Teacher Lab Programs

K-12 educator in-service workshops and curriculum programs for those interested in adding an international dimension to their curriculum.

Graduate credit courses in international-global issue areas for educators and community leaders.

Two and four year college "teaching" seminars.

Special international issue conferences and intensive training programs.

Resources in Global Studies

RIGS is an information identification, storage, and dissemination program for individuals interested in global studies. RIGS provides bibliographies, copies of articles representing various perspectives on international issues, teaching activities, lesson plans and course syllabi, and lists of consultants and educational resources.

Community Education Programs

The Center sponsors seminars, discussions and conferences for interested citizens and civic leaders. These programs focus upon current international issues and problems.

In most of its programs, the Center for Public Education in International Affairs works in close cooperation with the Immaculate Heart College Center in sharing resources and sponsoring joint projects directed toward improving education at all academic levels. The staff of these two centers offers a wide variety of expertise and extensive experience in the field of global education.

Major Emphases

The center offers a wide variety of educational services in global/international education for K-12 educators, two- and four-year college faculty, and members of various community organizations.

Center for Teaching International Relations

University of Denver
University Park
Denver, Colorado 80208
(303) 871-3106

Contact Person
Ron Schukar

Sponsorship

CTIR is sponsored by the Graduate School of Education and the Graduate School of International Studies at the University of Denver.

Source of Support

The Center for Teaching International Relations is supported by the University of Denver. Occasional support for special programs is generated through grants and other forms of outside funding. The program relies on tuition income, publication sales and consulting fees to meet its annual budget.

Current Programs and Priorities

Graduate Credit Outreach Education Program

The Center for Teaching International Relations assists classroom teachers to become more proficient in the teaching of global, social science and educational skill topics. CTIR offers over 50 graduate credit courses each year. Each is targeted to meet teachers' needs, both in terms of interest and time. Among some of the topic areas offered are:

- Teaching Global Perspectives
- Teaching About Ethnic Heritage
- World Area Studies
- Multicultural Studies
- Global Future Studies
- Teaching About Conflict and Nuclear War
- Teaching International Relations
- Teaching About Human Rights
- Skills for a Changing World

The Center serves approximately 2,000 students each year in its graduate credit outreach education program.

Master of Arts Program

CTIR supervises a Master of Arts degree program offered by the School of Education in cooperation with the Graduate School of International Studies at the University of Denver. The program is designed for teachers interested in curriculum and instruction with emphasis on international studies.

The M.A. program is designed to develop teacher skills in three areas:

- Understanding major substantive issues in the world today, such as limits to growth, arms and disarmament, energy, human rights, and international conflict.
- Planning and developing curriculum around problems confronting humankind and improving evaluation procedures.
- Developing practical classroom strategies to translate awareness of issues into meaningful learning experiences for students.

The program is ideal for teachers who can devote a one-year leave to study at the University of Denver. The program can also be completed on a part-time basis for those teachers who reside in the Denver metropolitan area.

Consulting and Special Programs

CTIR offers a variety of consulting services to interested schools or school districts in numerous content and educational skill development areas. Included among CTIR areas of expertise are:

- Teaching Global Studies
- Teaching Cultural Studies
- Curriculum Development
- Teaching Basic Skills
- Teaching World Area Studies

Professional growth topics such as Communication Skills, Creative Thinking, Critical Thinking, and Classroom Management are also available.

CTIR also offers special opportunities to teachers through a variety of special projects. Among some of the more recent programs are:

- Yearly Summer Leadership Conference in Global Education
- Japan Week in Denver
- Group Fulbright-Hays Scholarship to Africa
- Travel Courses to China, Mexico, Peru
- Retreat Courses in Aspen, Crested Butte, and Telluride, Colorado
- Seminar, Crisis in Central America

Major Emphases

CTIR emphasizes graduate credit programs, consultations, publications and special programs for teachers.

Publications and Teaching Materials

CTIR actively identifies, develops, and disseminates educational materials related to the major issues and problems facing humankind. Among some of the topics covered in the Center's growing publications program are:

- Cultural Studies
- Global Studies
- Environmental Studies
- U.S./State/Local History
- Social Studies/Social Science Skills
- Bilingual/Bicultural/Foreign Language Studies

Each of the over 50 units now available combines teaching and learning methods especially targeted for today's students. Games, role-playing, simulations, and case studies are among the various techniques CTIR units employ to aid students' understanding and retention of materials. The teacher-tested units promote critical thinking and other skills necessary in an increasingly global society.

Foreign Policy Association

(National Headquarters)
205 Lexington Avenue
New York, New York 10016
(212) 481-8450

Contact Person
Mary Soley

Sponsorship

The Foreign Policy Association is a private, nonprofit, nonpartisan organization in the field of world affairs education.

Source of Support

FPA's financial support comes primarily from its Board of Governors, other concerned individuals, corporations and foundations. Part of FPA's income is derived from the nation-wide sale of its publications.

Current Programs and Priorities

FPA's work with educators and students involves presenting workshops on current U.S. foreign policy issues and disseminating materials and teaching activities for use in high school classrooms. Workshops are conducted at professional meetings of educators, in individual schools and school districts, and at colleges and universities with pre- and in-service programs.

In the New York metropolitan area, teachers and students are invited to major FPA-sponsored public events featuring visiting heads of state, foreign ministers, and other international experts who represent a variety of perspectives. In addition, FPA sponsors an annual "Think International" Essay Contest for high school students in the metropolitan New York area. A packet describing FPA's essay contest and how schools/communities might develop one of their own, is available upon request.

Major Emphases

FPA's High School Project emphasizes curriculum development, dissemination of its publications and service to pre- and in-service teacher education programs.

Publications and Teaching Materials

GREAT DECISIONS - The annual 96-page *Great Decisions* publication presents background information on eight current U.S. foreign policy topics. The topics range from global issues to country or regional studies. Each topic in the 30-year-old study-and-discussion guide identifies the main U.S. foreign policy questions, the history and basic facts, and the various policy options available to the U.S. government. Discussion questions and suggested readings for each topic are provided along with maps, charts, graphs, cartoons, and photographs. $6.00

THE TEACHER'S GUIDE - For each *Great Decisions* topic, the Teacher's Guide provides: the major issues, a brief summary, concepts, teaching activities, a glossary, ten multiple choice questions, and other sources of information. An annotated bibliography is also available. The Teacher's Guide is free with an order of 20 or more copies of *Great Decisions*. $2.00

AMERICA IN THE WORLD: A GUIDE TO U.S. FOREIGN POLICY - This book, written by the former editor of the Foreign Policy Association and designed for secondary-school teachers and students, traces the history of U.S. foreign policy, the process by which foreign policy is made, and international events in each major region of the world since 1945, with emphasis on the involvement of the United States in these events. Additional chapters deal with global issues. $9.95.

A CARTOON HISTORY OF U.S. FOREIGN POLICY, 1776-1976 - Over 200 editorial cartoons illustrate the diplomatic history of the United States since 1776. This book is used extensively as a supplemental teaching aid by secondary school teachers and college professors in history and international relations courses. $7.95

FOREIGN POLICY CHOICES FOR AMERICANS: A NON-PARTISAN FOCUS ON FACTS, POLICIES AND ALTERNATIVES - Written by the Editors of the Foreign Policy Association, this book contains summaries of more than a dozen major foreign policy issues facing the nation. Each chapter includes basic facts, background information, current U.S. policy and alternative viewpoints. It is illustrated with maps, charts, and cartoons. $5.95

Discounts are available for orders of 10 or more copies of any of these publications.

Evaluations

Survey of high school teachers using *Great Decisions*
Formative evaluation of curriculum materials

Global Awareness Program

School Of Education
Florida International University
Tamiami Trail
Miami, Florida 33199
(305) 552-2664/2085

Contact Person
Jan L. Tucker

Sponsorship

GAP is affiliated with FIU's School of Education. GAP is also a university-wide program involving other units such as the College of Arts and Sciences. All facets of program development are monitored and assisted by the university's International Affairs Center. An advisory board to GAP, consisting of prominent representatives from the university, the Dade County Public Schools, and non-governmental organizations in the community receives progress reports on the program and helps to plan future activities.

Source of Support

GAP has been supported by a combination of funds from the local school system, the university, the state, private foundations, and the federal government. The federal government was a particularly important source during the start-up period from 1979-1981.

Current Programs and Priorities

Social Studies Program

In the baccalaureate and masters degree programs, coursework and activities have been infused with a global dimension. For example, the introductory course at the graduate level in social studies requires students to develop lesson plans based on international human rights. Graduate students are encouraged to do research in areas related to global education. All undergraduates in social studies are required to take global courses in their content concentration. World regional geography and non-Western history are required of each student for graduation. They are encouraged to enroll in other courses dealing with multinational corporations, the new international economic order, international human rights, and world politics. During the student teaching experience, each intern teacher must teach classroom lessons that are organized around a configuration of global concepts such as change, conflict, communication, or interdependence.

Professional Education Core Program

Since the 1981-1982 academic year, all undergraduate students in the School of Education have taken an introductory core course called "Issues of the 1980s." At least 25 percent of this new course focuses on global issues as they affect education in the United States. Following this course, undergraduate education majors may choose two courses from a list compiled from the university catalog especially for this strand. Also, new professional courses have been developed such as "Developing a Global Perspective," required of all social studies undergraduates.

Content Workshops for Teachers

GAP regularly sponsors workshops for teachers on various global topics. These workshops have been one-day, drive-in conferences, two-week intensive courses in the summer, or term-length classes taught at night in local schools. The workshops are taught by faculty from the College of Arts and Sciences or the School of Education. Topics have included: China, Japan, Latin America, Canada, international human rights, law-related education, population, food, the new international economic order, energy, and environmental deterioration. Hundreds of local teachers have attended. They earn university credit that may be applied as electives to a master's program or as professional incentive points provided through the staff development program in the local schools.

During April 1980, in cooperation with GAP, the Student Government Association of the university, on its own budget, presented a national conference entitled "Global Education: An International Necessity." This three-day conference was attended by over 300 participants from local, state, and national schools and universities. Nationally prominent speakers dealt with problems such as food, population, and human rights. Workshops for teachers and community leaders were conducted by the GAP staff and experts from colleges and universities around the state. Similar conferences are held periodically.

Consultants

A special effort is made to bring outstanding scholars and practitioners in global education to campus to interact with students and faculty. The impact is reciprocal. FIU students, faculty, and local teachers benefit from the ideas of the consultants; in turn, the consultants share in the various aspects of the Global Awareness Program underway in the university, the local schools, and the state. Interaction with the consultants enables GAP to assist in the growth and development of a wider community of global education interests. A special effort is made to bring consultants and visitors from other nations in order to broaden our perspective and to guard against a parochial approach to global education.

International Travel/Study

Working with other units in the University, GAP promotes international travel/study experiences for students, faculty, local teachers, and community leaders. So far, groups have traveled to Colombia, as part of an existing program, to Cambridge University to study British education, and to the Peoples' Republic of China.

Library Development

Since 1979, GAP has added $35,000 worth of books, films, kits, research documents, and other materials to the University's library. These materials are used by FIU students and faculty, local teachers who are trainers or teachers through the Teacher Education Center of Dade County Public Schools, and non-governmental organizations for membership education. It is hoped that eventually, the university can serve as a regional clearinghouse and lending library so that greater access can be granted to classroom teachers for use in everyday instruction. Library and media enhancement is a major objective of the Global Awareness Program.

Faculty Development

GAP provides opportunities for faculty to participate in a variety of professional development activities. These include presentation and attendance at professional meetings, consultancies to schools and colleges, conducting research, writing articles, teaching, and travel study.

Leadership

GAP has become a major source of ideas and planning for global education within the University, the local schools and community, and at the state level. As the program has matured, more resources will be placed into technical assistance to those institutions of higher education where there is an interest in developing programs in teacher education with a global dimension.

Major Emphases

GAP emphasizes teacher training, networking, and materials development.

Publications

"Get to Know Your World," Slide-Tape Description of GAP (1980).
Dade County in the Global Community (1984).
Teaching International Human Rights: A Selection of Lessons (1983).
Sample lesson plans are available.
Selected, Annotated Bibliography on Global Education (1984).

Evaluations

"Teacher Attitudes Towards Global Education: A Report from Dade County" in *Educational Research Quarterly*, Vol. 8, No. 1, (1983), pp. 65-77.

Global Education Center (GEC)

110 Pattee Hall
150 Pillsbury Drive, SE
University of Minnesota
Minneapolis, Minnesota 55455
(612) 376-5297

Contact Person
John J. Cogan

Sponsorship

GEC operates within the structure of the Teacher Center of the College of Education at the University of Minnesota, Minneapolis.

Source of Support

The College of Education, University of Minnesota, Minneapolis, supports the Global Education Center.

Current Program and Priorities

The Global Education Center serves the needs and interests of students, faculty, in-service teachers and others in the area of global education. Through its outreach program, Global Education Minnesota (GEM), GEC sponsors conferences, workshops, educational study tours, course and program development assistance. GEC provides consultation and resources on global education and information on exchange/study abroad programs.

Major Emphases

GEC emphasizes outreach to schools, program and curriculum development, and research.

Publications and Teaching Materials

College Education "Public Lecture Series"
Occasional Papers
Bibliographies
Research Clearinghouse
GEM Newsletter
Minnesota and the World

GEC has available a bibliography on global/international education.

Global Learning Inc.

40 South Fullerton Avenue
Montclair, New Jersey 07042
(201) 783-7616

Contact Person
Jeffrey L. Brown

Sponsorship

Global Learning Inc. is an independent, not-for-profit, tax-exempt corporation.

Source of Support

Global Learning Inc. is supported by grants, honoraria, individual contributions, sale of materials, including cooperative computer games.

Current Programs and Priorities

Global Learning serves primarily elementary and secondary educators in all subject areas. The staff emphasizes infusing a global perspective into existing courses, but has also helped develop specialized global studies courses on the secondary level. In working with teacher, administrator and parent educational programs, the staff always seeks to convey both an operational definition of global perspectives as an integrating framework as well as current global education resources for "Monday morning" use, which are maintained in a Global Learning Resource Center.

Area studies specialists are called upon when needed. Programs focus mainly on the following problem areas: global security, the arms race and conflict resolution; hunger, development and human rights; cross-cultural awareness; the environment; and alternative futures.

The staff members serve as organizers of the NJ Consortium for Global Education, which, as it enters its third year, consists of 21 educational associations, agencies and institutions in the state as well as individual members. Opportunities to help organize other regional coalitions for global education are welcome.

Major Emphases

The five elements of a global perspective as outlined by Harvey's "An Attainable Global Perspective" serve as a model in examining each of the above content areas. Committed to inquiry learning, the staff utilizes group process skills and techniques to engage people in an active learning process and to keep them energized and involved.

Publications and Teaching Materials

"Gleanings," a quarterly 4-page newsletter

Coalition Building for Global Perspectives: A Process and Resource Manual, February 1983. Available free from Lloyd Taylor, Princeton Regional Schools, P.O. Box 711, Princeton, New Jersey 08540.

Global Education In-Service/Curriculum Development Manual, which we hope to update and publish in spring of 1984. Written in 1981 for an ESEA Title IV-C project in the Princeton Regional Schools. (See pp. 50-55 of *Coalition Building for Global Perspectives* for course description and outline.)

"Global Education" - a 4-page article by Paula Gotsch for the New Jersey Principals and Supervisors Association journal, *Educational Viewpoints*, fall 1982.

"Wants, Needs and Rights"-a human rights activity for one or two class sessions on secondary-adult levels, $3.00.

GLOBAL LEARNING SOFTWARE - cooperative computer games (@ $19.95 + $1.50 shipping)

"Turnovers" for IBM PC
"Cooperative Mazegame" for Atari 800
"Harvest Time" for Atari 800

Bibliographies and resource lists

Evaluations

Summary from the outside evaluation of the NJ Consortium for Global Education's "New Jersey Model Statewide International Education Project," 1/17/83.

Princeton Regional Schools Title IV-C evaluation of J. Brown by Project Director, L. Taylor.

Global Perspectives in Education, Inc.

218 East 18th Street
New York, New York 10003
(212) 475-0850

Contact Person
Andrew F. Smith

Sponsorship

GPE is a non-profit, tax exempt organization.

Source of Support

Grants and contributions from private foundations, corporations, government agencies and individual donors support GPE.

Current Program and Priorities

GPE's materials and programs help build a global perspective into the basic school curriculum including history, foreign language, and science courses. They are designed to help students develop both content and skills.

- Global Crossroads: Educating Americans for Responsible Choices

This National Assembly held May 17-19, 1984, attempted to bring about a network of educational and community-based organizations and individuals concerned with placing international and global concerns high on the educational agenda of this country. This Assembly was organized and coordinated by GPE. More than 1000 participants including educators, representatives of exchange and overseas voluntary organizations, environmentalists, internationalists, business and community leaders, development educators, policy makers, and representatives of international organizations met to share ideas, programs, and strategies.

- The Bay Area Global Education Program (BAGEP)

GPE pioneered the development of cooperative school/community projects in the San Francisco Bay Area and now works in an ongoing consortium of resource providers with Stanford University and the World Affairs Council of Northern California. Working with leadership teams from schools, districts and university based consortia this program has created models for local curriculum development, teacher training and support structures that keep over 4,000 teachers, 25 school districts and six colleges or universities involved in the task of implementing global perspectives in Bay Area schools.

- New York and the World

This project is a cooperative effort with the New York City Board of Education to develop innovative school materials and to train teachers in their use. The materials developed in the project have become part of the mandated curriculum in the largest urban school district in the United States.

- The Washington Global International Coalition

GPE organized and acts as the administrator for this coalition of major national educational organizations, political leaders, federal agency representatives, program directors, and state education agency representatives, all of whom have common concerns related to global/international education. The coalition reviews current issues, sets joint action plans, and discusses the further developments in the field. Coalition members represent large constituencies that have global/international education on their organizational agendas.

Major Emphases

GPE has taken a leadership role in the development of curricular materials, handbooks, and resource networks aimed at improving education. Among the products and services GPE provides are:

- Publications that provide practical materials for classroom use, information and resources for people in the global/international field, and outlets for conceptual development within the field.

- Consulting services to groups and organizations interested in developing new programs or upgrading ongoing programs.

- Conferences and workshops designed to increase understanding and improve communication among business, schools, the community, and government.

GPE acts as a catalyst for change. It provides services of its own, encourages others to establish local, regional, or national programs, and assists organizations in creating structures within which new programs can develop and flourish.

Publications and Teaching Materials

Three major sets of publications provide a vehicle for implementing GPE's goals.

Intercom, a curriculum journal for teachers and students provides materials that have practical application within the classroom. Issues of *Intercom* such as Focus on South Africa: Time Running Out; and Food for All: Teaching Against Hunger, provide teachers and students with materials to help them deal with current issues and concerns as well as the development of important basic skills. These materials can be used in a variety of subject areas and in different age and ability groups.

Access is the newsletter of the Global Perspectives Information Exchange Network (GPIEN). This network links leaders and innovators in education, both in the U.S. and overseas, and in organizations dealing with global/international issues. *Access* is a current, important source of information on events, resources, and news in the global/international field. *Access* touches on such areas of interest as language and culture, area studies, and development issues.

Occasional Papers provide an outlet for research studies seeking to develop and strengthen the global/international education field. Topics dealing with content or with issues such as staff development and model programs are researched, reported, and debated. Harlan Cleveland's "Information As A Resource" is an example of such a paper.

GPE has resource lists on many issues relevant to global education such as population, global economics, and foreign policy.

GPE has available a bibliography on global/international education.

Evaluations

Mid-America Program Evaluations
Materials field tested

Las Palomas de Taos

P.O. Box 3194
Taos, New Mexico 87571
(505) 758-9456

Contact Person
George G. Otero, Jr.

Sponsorship

Las Palomas de Taos is a private, not-for-profit educational center supported by participants, contracts, and funding from various foundations.

Source of Support

Las Palomas is supported by participants and clients who contract with Las Palomas and some foundations that sponsor program activities.

Current Programs and Priorities

School Improvement and Global Education

The Center contracts with local schools or school districts to develop a comprehensive school improvement program based on the concepts and goals of global education. This planning can result in a wide range of project activities including curriculum writing, improving teacher pedagogy, staff planning retreats, content workshops, and skill training in conflict resolution, communication and team building.

Future Planning

Las Palomas contracts with organizations interested in global education to help those organizations assess their current performance in a number of key global characteristics including interdependence, success, change, adaptability, etc.

Community Education Program

The Center sponsors seminars, discussions and conferences for interested citizens and civic leaders. These programs focus on local connections and involvement in international issues and concerns using your community and the world formats.

Leadership Training in Global Education

In cooperation with the Center for Teaching International Relations, Bay Area Global Education Program and the Immaculate Heart College, Las Palomas offers two or three 1-week leadership programs for Global Education in Taos each year. These programs provide Global Educators with content about global realities, ideas on implementing global skills and concepts in the work place and an opportunity to build personal leadership skills.

Retreats

Las Palomas is an ideal setting for weekend or week long retreats where an organization can plan a unique global perspective program or approach tailored to their needs, resources and opportunities.

Major Emphases

Las Palomas emphasizes workshops and training programs in global education teacher programs. Las Palomas helps design and/or implement global education programs in the school or community.

Evaluations

Programs are evaluated by participants.

Mershon Center

Citizenship Development and Global Education Program
199 West 10th Avenue
Columbus, Ohio 43201
(614) 422-1681

Contact Person
Robert B. Woyach

Sponsorship

The Ohio State University

Source of Support

Financial support for the Center's five programs and individual undertakings comes from three sources. The Mershon endowment contributes about 45 percent of the total budget and is restricted to national security projects. External grants and contracts from both governmental agencies and private foundations normally provide another 45 percent of the budget. The final 10 percent results from contributions by the University from resources other than the endowment income.

Current Programs and Priorities

Field Services in Global Education

The field services activity assists pre-collegiate teachers and administrators, college faculty and community organizations in developing innovative programs and improving curricula in the area of global perspectives education. Through the service, the Center conducts conferences and training workshops for educators, prepares and distributes curricula and other instructional materials on global topics, and provides consultation services. The goal of these activities is to assist educational institutions in their efforts to prepare Ohio's future citizens for life in a global age.

Strengthening the High School World Studies Curriculum

This project is exploring alternatives for strengthening the high school world studies course. It will develop strategies for assisting local and state curriculum leaders locally and around the country in assessing and strengthening their world studies curriculum.

Community-Based Approaches to Global Education

Mershon Center staff have played a leading role in developing community-based approaches to world affairs and global education. Through this project, the Citizenship Development Program seeks to stimulate further development of this innovative concept and to provide ready access to information about the programs and experiences of other educational practitioners so that learning and experimentation can be more cumulative than in the past. The project will collect, codify and make available information on community-based projects, nationally and internationally. It will develop funded projects, organize panels at professional meetings, and encourage other writing and research about on-going programs.

Bringing a Global Perspective to the Seventh Grade Ohio Studies Curriculum

The goal of this project is to develop, field-test and disseminate across Ohio an Ohio Studies curriculum which has a strong international component. The new course would help students see and understand how they and their community, region, and state participate in key international systems through trade, investment, communications, transportation, banking and the like. In short, the course would focus on Ohio's role in the world and the world's role in Ohio.

National Award for Research on Global Education

Following a nationwide solicitation and review, an award of up to $1,000 will be given for an original manuscript of publishable quality on an issue related to pre-collegiate global education. The work must be oriented toward producing and disseminating knowledge that directly or indirectly improves instruction for a global perspective. No other restrictions will be placed on specific topics, which may include such diverse concerns as global education and citizenship, the role of the community in global education, the effect of a changing international system on global studies, learning theory and global education, and the impact of specific global education programs and curricula on learners.

Extra-Curricular Youth Programs

Working with the Columbus Council on World Affairs, teachers and administrators from local schools, and various community organizations, the Mershon Center has initiated a series of Youth Forums associated with the Great Decisions Program. Also included is a three-day Student Retreat which brings American students and high school foreign exchange students together to learn about and wrestle with significant global issues.

Major Emphases

The Mershon Center emphasizes curriculum development, in-service teacher education, policy-oriented research, and extra-curricular youth programs.

Publications and Teaching Materials

-World Regions: The Local Connection, Robert B. Woyach

Fifty-three lessons and activities to help students learn about their links to key world regions: Africa, East Asia, South Asia, and the Middle East. The meaning and dynamic nature of culture and the similarities as well as differences among the world's cultures are explored. Developed with the Columbus Public Schools and the Columbus Council on World Affairs. Grades 6-9 (447 pp.).

Order: Columbus Council on World Affairs, The International Center, 57 Jefferson Avenue, Columbus, Ohio 43215. Price: $7.50.

- The Bringing A Global Perspective Series, Robert B. Woyach, series editor.

Five volumes each containing eight to ten self-contained lessons that bring a global dimension to the discussion of central topics in a basic social studies course. Each volume focuses on one basic course. Lessons cover such topics as borders and frontiers, cultural change, industrialization, population growth, environmental issues, the making of government policy, global food and energy systems, and the global division of labor. Developed with the Consortium for International Studies Education and the Ohio Department of Education. Grades 9-12.

Bringing a Global Perspective to American Government (135 pp.)
Bringing a Global Perspective to American History (134 pp.)
Bringing a Global Perspective to Economics (118 pp.)
Bringing a Global Perpective to World Geography (120 pp.)
Bringing a Global Perspective to World History (112 pp.)

Order: Social Studies School Service, 10,000 Culver Boulevard, P.O. Box 802, Culver City, California 90230-0802. Catalog Number MRC100-Y4. Price: $7.50 per volume, $35.75 for complete set.

- Making Decisions: Our Global Connection, Robert B. Woyach.

Ten lessons on local connections with the world and the issues these connections raise. Students learn how they are involved in and affected by world affairs and how decisions about international activities are influenced by goals, attitudes, roles, and the decision-making process itself. Developed with the Columbus Public Schools and the Columbus Council on World Affairs. Grades 8-12 (162 pp.).

Order: Columbus Council on World Affairs, The International Center, 57 Jefferson Avenue, Columbus, Ohio 43215. Price: $5.50.

Evaluations

"Citizenship and World Affairs: The Impact of a Community-Based Approach to Global Education," *Educational Research Quarterly*, Vol. 8, No. 1 (1983) pp. 36-47.

"Improving International Understanding in Elementary and Secondary Schools: A Study of Six Projects in the Midwest," The Social Studies Development Center, Indiana University.

Social Studies Development Center (SSDC)

2805 East Tenth Street
Indiana University
Bloomington, Indiana 47405
(812) 335-3838

Contact Person
James Becker

Sponsorship

The SSDC is sponsored by the School of Education and the College of Arts and Sciences, Indiana University.

Source of Support

Indiana University, grants from private foundations and the Federal government support the Social Studies Development Center.

Current Programs and Priorities

Internationalizing Teacher Education

A major project to internationalize the elementary teacher education program on four Indiana University campuses, supported, in part, by the Fund for the Improvement of Post Secondary Eduation.

Global Studies Project

Efforts to expand student horizons to include a global perspective in their learning. Creates and disseminates teaching materials, conducts teacher workshops, and brings together teachers and publishers of global studies materials.

Global Studies in Geography Project

Designed to develop, test and diffuse middle school social studies teaching materials in geography using a global perspective. Promotes student growth in thinking and cross-cultural communication skills, and knowledge of how the world works.

Textbook Studies

Aimed at review, evaluation and improvement of textbooks. Recent projects include studies conducted by the U.S./Soviet, U.S./Japanese, and U.S./Netherlands scholars to improve each country's textbooks and a project investigating the treatment of the U.S. Constitution in American history and government textbooks.

Curriculum Resource Center

One of the largest permanent displays of K-12 social studies materials in the country. Over 10,000 texts, teacher's guides, games, audio-visual and other classroom materials; education, reference and background professional materials and periodicals.

World Areas Outreach Activities

Outreach to improve quality of instruction of world areas. Produces teaching materials, resource guides and newsletters; conducts workshops; works with education, business, media and community organizations. Focuses on Africa, Asia and West Europe.

Major Emphases

The SSDC emphasizes research, curriculum development and service.

Publications and Teaching Materials

PARALLEL PASSAGES: CONTRASTING VIEWS FROM U.S. AND JAPAN

Using selected passages from Japanese and U.S. Social Studies textbooks, this booklet presents contrasting views and interpretations of historical events or circumstances. 1982. ($3.00)

IN SEARCH OF MUTUAL UNDERSTANDING

A final report of the Japan/United States Textbook Study project. Includes findings, recommendations, as well as a description of the procedures used and contrasting patterns of social studies offerings and textbook usage in the two countries. 1981. ($2.50)

A GLOBAL PERSPECTIVE BIBLIOGRAPHY

This bibliography includes sections on: "Background Reading"; "Articles, Journals and Bulletins" and "Sources of Lessons and Classroom Activities." 1983. ($2.00)

IMPROVING INTERNATIONAL UNDERSTANDING IN ELEMENTARY AND SECONDARY SCHOOLS: A STUDY OF SIX PROJECTS IN THE MIDWEST

A report of a research study of six international understanding projects. Includes a section on methodology as well as a case study of each project and a section on "what we have learned." 1982. ($3.00)

INTERNATIONAL STUDIES: A PERSPECTIVE

A brief paper outlining some of the characteristics of today's world that need emphasis and a strategy for creating greater interest in international studies. 1983. ($2.00)

Evaluations

Mid-America Program Evaluation
Materials field tested

SECTION III
PROFESSIONAL EDUCATION ASSOCIATIONS

PROFESSIONAL EDUCATION ASSOCIATIONS

Most professional education associations offer a variety of materials and services designed to win public support for education and to encourage improvements in educational practice. In the area of international studies these efforts include: 1) position statements, resolutions and policies that can serve as a rationale for local intiatives; 2) resource books and instructional materials that provide guidelines as well as classroom materials and strategies for improving and expanding international studies in schools. These organizations hold annual meetings and each publishes a journal or other publications which give some attention to international studies. Most have state or local affiliates. These affiliates also provide resources, services and conferences for their members and other educators.

SAMPLE ACTIVITIES OF SELECTED PROFESSIONAL ASSOCIATIONS

American Association of School Administrators (AASA)
1801 North Moore Street
Arlington, Virginia 22209

AASA passed a resolution urging ". . . the establishment of educational programs which: reflect an international point of view and engender respect for and appreciation of the diversity of world cultures and its peoples, promote knowledge concerning various peoples and problems that relate to the world community."

American Council on the Teaching of Foreign Languages (ACTFL)
P.O. Box 408
Hastings-on-Hudson, New York 10706
(914) 478-2011

Recommendations to the President's Commission on Foreign Language and International Studies submitted jointly by ACTFL and NCSS May 1979: "Preparation for life in the late twentieth and the twenty-first centuries demands global education—education for global literacy and responsible participation in an interconnected world. Programs which address these needs, whether they be found in the study of foreign languages, the social studies, the sciences, art, music, English, or other subject areas, are an integral part of the emerging global education for pre-collegiate students. Global education transcends conventional curriculum boundaries and is the responsibility of a multidisciplinary faculty and the total school program grades K-12."

Education in the 80's: Foreign Languages taped segment on "A Global Perspective and Second Language Study: An Action Plan" 1982 produced in cooperation with ACTFL and NEA.

Sample Publications*

A Global Approach to Foreign Language Education, Edited by Maurice W. Conner, University of Nebraska at Omaha.

The Language Connection: From the Classroom to the World, Edited by June K. Phillips, Indiana University of Pennsylvania.

TEACHING CULTURE: Strategies for Intercultural Communication, H. Ned Seelye. A basic handbook that provides practical strategies for combining language and culture study. Outlines seven goals for cultural instruction and helps the teacher create specific learning activities for teaching them. A landmark work that makes cultural understanding a vital ingredient in foreign language learning.

Publishes Foreign Language Annuals, the journal of ACTFL and the ACTFL Public Awareness Newsletter. Recent publications include: Living in Latin America: A Case Study in Cross Cultural Communication; Teaching Culture: From the Classroom to the World.

*Available from National Textbook Company, published by ACTFL or its affiliated organizations

American Federation of Teachers (AFT)
11 Dupont Circle, N.W.
Washington, D.C. 20036

An AFT statement reads in part, "The American Federation of Teachers believes that now is the time for major legislative initiatives focusing on language training and international studies."

Sample Publications

International Education: Values and Perspectives on Four Human Rights (a teacher training guide).

International Awareness Brochure

International Education Packet

Association for Supervision and Curriculum Development (ASCD)
225 North Washington Street
Alexandria, Virginia 22314

ASCD passed a resolution supporting international content in teacher education programs. It reads in part, "Teacher education should help teachers acquire deeper understanding of other cultures and people, greater insight into world affairs and world problems . . ."

Sample Publications

Education for Peace: Focus on Mankind, George Henderson, ed.

Global Studies: Problems and Promises for Elementary Teachers, Norman Overly and Richard Kempston, eds.

The International Dimension of Education, Leonard Kenworthy.

Council of Chief State School Officers (CCSSO)
400 North Capitol Street, N.W.
Suite 379
Washington, D.C. 20001

CCSSO has a policy statement supporting programs for international education. "Programs for international education are of vital importance to the present and future welfare of the United States.

The Council encourages the development of "Your State in the World" programs.

National Association of Elementary Principals (NAEP)
1920 Association Drive
Reston, Virginia 22091

NAEP passed a resolution supporting international education programs. It urges the promotion of respect and appreciation for the diversity of the world's cultures and understanding of how the problems and promises of one impinge upon the other.

Sample Publications

Global Handbook for Elementary Educators

Special *Principal* issue on global education.

Getting Started in Global Education

Children and the World

National Association of Secondary School Principals (NASSP)
1904 Association Drive
Reston, Virginia 22091

NASSP has passed resolutions supporting international education (global awareness) and sponsored a nationwide survey of K-12 administrator and teacher attitudes towards global education. Their statement urges "a fuller appreciation of the increasing realities of global interdependence."

Sample Publications

The November 1980 issue of *Bulletin* featured a special report on global education.

"Geography's Role in Promoting Global Citizenship," *NASSP BULLETIN*, September 1983, pp. 80-83.

"Global Education: A Curriculum Imperative," *CURRICULUM REPORT*, January 1978.

"Global Studies for Gifted Students," *NASSP NEWSLETTER*, December 1980.

National Council for Geographic Education (NCGE)
#29 Western Illinois University
Macomb, Illinois 61455

Sample Publications

Why Can't I Play Here? The Classroom: A World in Miniature, Burton O. Witthuhn.

Our Crowded, Dirty World: The Development of Our Environmental Crisis and Its Impact Upon One's Habitat, Anne C. Garrett and Betty A. Kozack.

Population: 1 + 1 + 2 Many?, Mariam Callahan, Sr., James H. Gommels and Kenneth L. Putney.

National Council for the Social Studies (NCSS)
3501 Newark Street, N.W.
Washington, D.C. 20016

NCSS has a Policy Statement (6 pages) supporting global education. It cites the "need to continue to expand efforts to globalize the curriculum."

Sample Publications

International Learning and International Education in a Global Age, Richard Remy, et al, 1975.

Teaching Social Studies in Other Nations, Howard Mehlinger and Jan Tucker, eds. 1979.

Special issues of *Social Education* devoted to global education include: "The World Economy," (January 1984); "Nuclear Weapons," (Nov./Dec. 1983); and "Global Education: Adding a New Dimension to Social Studies," (Jan. 1977).

National Council of Teachers of English (NCTE)
1111 Kenyon Road
Urbana, Illinois 61801

Sample Publications

"Global Education: What's in it for Us?" in *English Journal*, December 1980.

National Education Association (NEA)
1201 16th Street, N.W.
Suite 807
Washington, D.C. 20036

NEA has passed policy resolutions related to areas of global concern including world peace, environmental concerns, world hunger and human rights.

Sample Publications

Teachers and Human Rights

Global Studies for American Schools, Howard Mehlinger, et al, 1979.

National School Boards Association (NSBA)
1680 Duke Street
Alexandria, Virginia 22314

Sample Publications

Global Education: Support in Policy

Global Education: Major Reform

"NSBA: The Global Connection" (videotape)

Social Science Education Consortium, Inc.
855 Broadway
Boulder, Colorado 80302

Sample Publications

Global Issues: Activities and Resources for the High School Teacher

Global Issues in the Elementary Classroom

Many excellent resources for teaching about global issues at all levels have been entered into the ERIC system. Computer searches can be ordered from Social Science Education Consortium.

SECTION IV
INTERNATIONAL ORGANIZATIONS

INTERNATIONAL ORGANIZATIONS

Many international organizations produce materials appropriate for K-12 educators and their students. Publications include periodicals, such as the *UNESCO Courier*, statistical yearbooks of the European Community, "World Population Data Sheets" from the Population Reference Bureau, audio-visual materials on world hunger produced by Oxfam and international children's art from UNICEF. The publications highlighted below are examples of the types of materials available.

African Imprint Library Services
P.O. Box 350
West Falmouth, MA 02574
(617) 540-5378

African Imprint Library Services supply publications that originate in Africa and are virtually unobtainable through other sources. These include all commercial imprints, privately published titles, institutional reports and journals, the whole range of documents published by African governments, and much else of scholarly value in all published languages. Although primarily a blanket order service, African Imprint also handles monographic and continuation orders.

Universities Field Staff International
P.O. Box 150
Hanover, New Hampshire 03755
(603) 643-2110

"American University Field Staff Reports" are available by subscription (4 reports for $75.00 - $100.00 per year) or at $3.00 for individual reports. Examples are "The Changing Peasant: The Urban Migrant" by Richard Critchfield; "Mexico: Energy Resources and Policy" by Thomas G. Sanders and Susan Walsh Sanderson.

Bread for the World, Educational Fund
802 Rhode Island Avenue, N.E.
Washington, DC 20018
(202) 722-4100

The Causes of World Hunger, edited by William J. Byron, $8.95
Hunger in America, by Robert Hutchinson, $5.95
A Hungry World, a study course, $2.75 each
Hunger and Global Security, $1.50 for 1-10 copies, $1 each for 11 or more
When I was Hungry: A Course for High School Students, $3.00

European Community
European Community Information Service
2100 M Street, N.W., Suite 707
Washington, DC 20037
(202) 862-9500

or

Office for Official Publications
of the European Communities
Boite postale 1003
1010 Luxembourg

Statistical yearbooks and non-periodical publications
Selected official documents
Europe - The Magazine of the European Community, $9.00/year

Food and Agriculture Organizations of the United Nations
Via delle Termedi Caracalla
Rome, Italy 00100

"Ideas and Action," a periodical issued every other month. Free upon request.

International Monetary Fund
Publications Unit, Room 2-300
700 19th Street, NW
Washington, DC 20431
(202) 477-7000

World Economic Outlook: A Survey by the staff of the International Monetary Fund, $8.00
The Rise in Protectionism (Free)
The International Monetary Fund: Its Evolution, Organization and Activities (Free)

Population References Bureau, Inc.
2213 M Street N.W.
Washington, DC 20037
(202) 785-4664

"Interchange," a quarterly newsletter, one year free subscription to educators upon request
The Environment to Come: A Global Summary, $2.00
U.S. Population Data Teaching Kit, $2.00
Population-Environment Film Library
"World Population Data Sheet"

Organization of American States
Office of Publications
Washington, DC 20006
(202) 789-3000

American Declaration of the Rights and Duties of Man. $1.00
Folk Songs and Dances of the Americas. $1.00
Bolivar, The Liberator. $1.00
Consumption and Income Distribution in Latin America. $15.00

Overseas Development Council
1717 Massachusetts Avenue, N.W.
Washington, D.C. 20036
(202) 234-8701

U.S. Foreign Policy and Third World: Agenda 1985, $12.95
The Intemperate Zone: The Third World Challenge to U.S. Foreign Policy, $6.95
The Ties That Bind: U.S. Interests and Third World Development, $3.00

Oxfam America
115 Broadway
Boston, MA 02116
(617) 482-1211

Resource Guide for Elementary and High Schools, Free
How to Host a Hunger Banquet, Free
Fast for a World Harvest Poster, Free
Educational Resources Catalog, Free

Society for Intercultural Education, Training and Research (SIETAR)
Publications Division
1414 22nd Street, N.W.
Washington, DC 20037
(202) 296-4710

"Developing Intercultural Awareness: A Learning Module Complete with Master Plan, Content, Exercises and Handouts"
Survival Kit for Overseas Living, $5.95
Training for the Cross-Cultural Mind, $15.00

UNIPUB
205 East 46th Street
New York, New York 10017
(212) 916-1654

UNESCO Courier
UNESCO Publications
Films

United Nations Association of USA
300 East 42nd Street
New York, New York 10017
(212) 697-3232

"Teaching About the United Nations" (teaching guide)
"Partnerships in Meeting Basic Needs" (teaching guide)
"Teaching Guide to Model United Nations" (a how-to-do-it guide)
Also fact sheets on international issues
Materials are available for a charge

U.S. Committee for UNICEF
331 East 38th Street
New York, NY 10016
(212) 686-5522

Games Around the World, $4.00
Peace Education Kit, $2.00
Many Friends Cooking, $6.00
Festivals of Light Multimedia Kits, $20.00
Safe Water Educational Kit, Free
UNICEF Films
Publications and Educational Materials Catalogue

World Bank
World Bank Publications
P.O. Box 37525
Washington, DC 22013
(202) 477-1234

Toward a Better World, a series of four multi media learning kits for secondary schools. $180.00.
The Development Data Book: Social and Economic Statistics on 125 countries, $5.00; Teaching Guide, $5.00; OR 11 copies of The Development Data Book and 1 Teaching Guide, $10.00.
A wide range of publications are available on such topics as agriculture and rural development, energy, trade, transportation, urbanization. Write for free catalog of publications.

SECTION V
STUDENT AND TEACHER EXCHANGE PROGRAMS

STUDENT AND TEACHER EXCHANGE PROGRAMS

Student and teacher exchange programs offer cross-cultural experiences for U.S. students and teachers both by sending Americans overseas and by bringing students and teachers from other nations into U.S. classrooms. The organizations listed below are among the many sponsoring exchange programs.

AFS International/Intercultural Program, Inc.
313 East 43rd Street
New York, New York 10017
(212) 661-4550

Council on International Education Exchange
205 East 42nd Street. Box YX
New York, New York 10017
(212) 490-2891

Institute of International Education
809 United Nations Plaza
New York, New York 10017
(212) 883-8200

International Four-H Youth Exchange
International Relations
National 4-H Council
7100 Connecticut Avenue
Chevy Chase, Maryland 20815
(301) 656-9000

People-To-People International
2440 Pershing Road, Suite G-30
Kansas City, Missouri 64108
(816) 421-6343

Teacher Exchange Programs
Division of International Services and Improvement
U.S. Department of Education
Washington, DC 20202
(202) 245-9700

Youth for Understanding International Student Exchange (YFU)
3501 Newark Street, N.W.
Washington, DC 20016
1-800-TEEN-AGE

For a guide of sources of information about overseas study, work and travel see: *Study and Teaching Opportunities Abroad*, Consumer Information Center, Dept. 216-H, Pueblo, Colorado 81009; and *One Friendship at a Time: Your Guide to International Youth Exchange*, a directory of exchange opportunities available through the President's Council for International Youth Exchange and the Consortium for International Citizen Exchange, 3501 Newark Street, NW, Washington, DC 20016.

SECTION VI
TITLE VI NATIONAL RESOURCE CENTERS FOR AREA AND INTERNATIONAL STUDIES

TITLE VI NATIONAL RESOURCE CENTERS FOR AREA AND INTERNATIONAL STUDIES

Funded through Title VI of the U.S. Department of Education, ninety-one national resource centers provide expertise, scholarship and language training in specific world areas and international studies. Outreach programs of these Title VI centers link the resources of the universities with schools, professional organizations and communities. Although all Title VI centers are under mandate to provide resources and services beyond university audiences, each center sets its own priorities, programs and funding levels for outreach. Outreach activities may include summer institutes for teachers, in-service workshops, curriculum development and dissemination, textbook evaluation, newsletters, presentations or consultancy work with state and local educational agencies or professional education associations. Assistance may also include access to bibliographies, media and print materials. These services and resources are usually free or relatively inexpensive. Available resources and services vary by center. Write or call the Outreach Programs of the following centers for information.

AFRICA

Boston University
African Studies Center
Boston, MA 02215
(617) 353-3673

California, University of
African Studies Center
Los Angeles, CA 90024
(213) 825-3779

Florida, University of
Center for African Studies
Gainesville, FL 32611
(904) 392-2183

Howard University
Center for African Studies
Washington, DC 20059
(202) 636-7115

Illinois, University of
African Studies Center
Urbana, IL 61801
(217) 333-6335

Indiana University
Center for African Studies
Bloomington, IN 47405
(812) 335-6825

Michigan State University
African Studies Center
East Lansing, MI 48824
(517) 353-1700

Northwestern University
African Studies Center
Evanston, IL 60201

Wisconsin, University of
African Language and Area Studies Center
Madison, WI 53706
(608) 262-2380

EAST ASIA

California, University of
East Asian Studies Center
Berkeley, CA 94720
(415) 642-1510

Chicago, University of
Far Eastern Center
Chicago, IL 60637
(312) 962-8647

Columbia University
East Asian Language and
Area Center
New York, NY 10027
(212) 280-2828

Cornell University
China-Japan Center
Ithaca, NY 14850
(607) 256-6222

Five Colleges, Inc.
(Amherst, Hampshire, Mount
Holyoke, Smith, University
of Massachusetts)
East Asian Center
Amherst, MA 01004
(413) 545-0389

Harvard University
Center for East Asian Studies
Cambridge, MA 02138
(617) 495-2754

Hawaii, University of
East Asian Studies Center
Manoa, HI 96822
(808) 948-8543

Illinois, University of
Center for East Asian Studies
Urbana, IL 61801
(217) 333-4850

Indiana University
East Asian Studies Center
Bloomington, IN 47405
(812) 335-3765

Kansas, University of
Center for East Asian Studies
Lawrence, KS 66502
(913) 864-3849

Michigan, University of
East Asian Center
Ann Arbor, MI 48108
(313) 764-6307

Ohio State University
East Asian Center
Columbus, OH 43210
(614) 422-9660

Southern California, University of
East Asian Studies Center
(with University of California,
Los Angeles)
Los Angeles, CA 90024
(213) 743-5080

Stanford University
East Asian Center
Stanford, CA 94305
(415) 497-2521

Washington, University of
East Asian Studies Center
Seattle, WA 98195
(206) 543-4999

Yale University
Center for East Asian Studies
New Haven, CT 06520
(206) 436-0627

SOUTH ASIA

California, University of
South Asian Language and Area
Center
Berkeley, CA 94720
(415) 642-3608

Chicago, University of
South Asian Language and
Area Center
Chicago, IL 60637
(312) 962-8647

Columbia University
South Asian Center
New York, NY 10027
(212) 280-4662

Pennsylvania, University of
South Asian Language and
Area Center
Philadelphia, PA 19174
(215) 898-7475

Texas, University of
Center for South Asia
Austin, TX 78712
(512) 471-5811

Virginia, University of
South Asian Studies Center
Charlottesville, VA 22903
(804) 924-7146

Wisconsin, University of
Center for South Asian Studies
Madison, WI 53706
(608) 262-3012

SOUTHEAST ASIA

Cornell University
Southeast Asia Center
Ithaca, NY 14850
(607) 256-2378

Hawaii, University of
Southeast Asia Studies Center
Manoa, HI 96822
(808) 948-8439

Wisconsin, University of
Center of Southeast Asian Studies
Madison, WI 53706
(608) 263-1755

EASTERN EUROPE AND THE U.S.S.R.

California, University of
East European Center
Berkeley, CA 94720
(415) 642-3230

California, University of
Russian and East European Center
Los Angeles, CA 90024
(213) 825-4998

Columbia University
Soviet and East European
Language and Area Center
New York, NY 10027
(212) 280-4623

Harvard University
Soviet and East European Studies Center
Cambridge, MA 02138
(617) 495-4037

Illinois, University of
Russian and East European Studies
Center
Urbana, IL 61801
(217) 333-1244

Indiana University
Russian and Eastern European Studies Center
Bloomington, IN 47405
(812) 335-7309

Kansas, University of
Russian and East European Studies Center
Lawrence, KS 66502
(913) 864-4236

Michigan, University of
Center for Russian and East European Studies
Ann Arbor, MI 48108
(313) 764-0351

Ohio State University
Center for Russian and East European Studies
Columbus, OH 43210
(614) 422-8770

Oregon, University of
Russian and East European Studies Center
Eugene, OR 97403
(503) 686-3064

Virginia, University of
Russian and East European Studies Center
Charlottesville, VA 22903
(804) 924-3033

Washington, University of
Soviet Union and Eastern European Studies Center
Seattle, WA 98195
(206) 543-4854

Yale University
Russian and East European Center
New Haven, CT 06520
(203) 436-0250

LATIN AMERICA

California, University of
Latin American Studies Center
(with Stanford University)
Berkeley, CA 94720
(415) 642-2088

California, University of
Latin American Center
Los Angeles, CA 90024
(213) 825-1057

Chicago, University of
Center for Latin American Studies
Chicago, IL 60637
(312) 753-2779

Florida International University
Latin American Center
Miami, FL 33199
(303) 552-2226

Florida, University of
Latin American Studies Center
Gainesville, FL 32601
(904) 392-0375

Illinois, University of
Center of Latin American Studies
(with the University of Chicago)
Urbana, IL 61801
(217) 333-3182

Kansas, University of
Latin American Center
Lawrence, KS 66045
(913) 864-4213

New Mexico, University of
Center for Latin American Studies
(with New Mexico State University, Las Cruces)
Albuquerque, NM 87131
(505) 277-2961

Pittsburgh, University of
Latin American Studies Center
(with Cornell University)
Pittsburgh, PA 15260
(412) 624-5563

San Diego State University
Latin American Studies Center
San Diego, CA 92101
(714) 265-6685

Texas, University of
Latin American Studies Center
Austin, TX 78712
(512) 471-5551

Tulane University
Latin American Studies Center
New Orleans, LA 70118
(504) 865-5164

Wisconsin, University of
Center for Latin American Studies
Madison, WI 53706
(608) 262-2811

MIDDLE EAST/NEAR EAST

Arizona, University of
Middle Eastern Center
Tucson, AZ 85721
(602) 621-5456

California, University of
Middle East Center
Berkeley, CA 94720
(415) 642-2932

California, University of
Near Eastern Center
Los Angeles, CA 90024
(213) 825-4668

Chicago, University of
Middle Eastern Center
Chicago, IL 60637
(312) 962-8295

Harvard University
Center for Middle Eastern Studies
Cambridge, MA 02138
(617) 495-4334

Michigan, University of
Center of Near Eastern Studies
Ann Abor, MI 48108
(313) 765-0350

Ohio State University
Near East Studies Center
Columbus, OH 43210
(614) 422-9660

Pennsylvania, University of
Modern Near East Center
Philadelphia, PA 19104
(215) 243-6335

Princeton University
Middle Eastern Studies Center
(with New York University)
Princeton, NJ 08540
(609) 452-5487

Texas, University of
Middle East Studies Center
Austin, TX 78712
(512) 471-3881

Utah, University of
Middle East Center
Salt Lake City, UT 84112
(801) 581-7143

Washington, University of
Middle East Studies Center
Seattle, WA 98195
(206) 543-6033

CANADA

Duke University
Canadian Studies Center
Durham, NC 27706
(919) 648-2765

Vermont, University of
Canadian Studies Center
(with University of Maine and SUNY/Plattsburgh
Burlington VT 05401
(802) 565-3062

WESTERN EUROPE

Columbia University
Western European Studies Center
(with City University of New York)
New York, NY 10027
(212) 280-5400

Indiana University
West European Studies Center
Bloomington, IN 47405
(812) 335-7695

Minnesota, University of
Western European Studies Center
Minneapolis, MN 55455
(612) 373-2680

PACIFIC ISLANDS

Hawaii, University of
Pacific Islands Studies Center
Manoa, HI 96822
(808) 948-7830

URALIC AND INNER ASIAN STUDIES

Indiana University
Uralic and Inner Asian Language and Area Center
Bloomington, IN 47405
(812) 335-0959

SPECIAL ISSUES

Connecticut, University of
Center for International Community Health Studies
Farmington, CT 06032
(203) 674-2555

Cornell University
Center for Study of World Food Issues
Ithaca, NY 14850
(617) 256-2283

Georgetown University
Intercultural Resource Center
Washington, D.C. 20057
(202) 652-4301

Georgetown University
(with SUNY/Binghampton)
Center for Interpretation & Translation
Washington, D.C. 20057
(202) 652-4301

Michigan State University
Center for International Development Studies
East Lansing, MI 48824
(517) 353-5925

INTERNATIONAL STUDIES

Duke University
Comparative Area Studies Center
Durham, NC 27706
(919) 684-2765

Emory University
International Studies Center
Atlanta, GA 30322
(404) 329-6555

Johns Hopkins University
School of Advanced International Studies-
Center for International Affairs
Washington, D.C. 20036
(202) 785-6229

Pittsburgh, University of
Center for International Studies
Pittsburgh, PA 15260
(412) 624-1776

Southern California, University of
International Studies Center
Los Angeles, CA 90007
(213) 743-6516

Tufts University (Fletcher School of Law & Diplomacy)
Center for International Studies
Medford, MA 02155
(617) 628-7010

Yale University
Center for International Studies
New Haven, CT 06520
(203) 436-3416

SECTION VII
WORLD AFFAIRS COUNCILS

WORLD AFFAIRS COUNCILS

World Affairs Councils can be found in many urban centers. Their sole focus is international affairs. They seek to serve a wide range of community groups, including teachers and other educators. Their activities are generally designed to improve public understanding of and encourage participation in international affairs. Their most common activities or services are luncheons, speakers, seminars and publications.

Most of the larger World Affairs Councils belong to the National Council of World Affairs Organizations. Among the Councils with active programs for teachers and/or students are: the Cleveland, the Philadelphia, and the Northern California World Affairs Centers.

For further information contact the Executive Director of the nearby World Affairs Council.

NATIONAL COUNCIL OF WORLD AFFAIRS ORGANIZATIONS

Member Organizations

Alaska

Barbara Propes
Executive Director
Alaska World Affairs Council
U.A.A. Consortium Library
3211 Providence Drive
Anchorage, AK 99504
(907) 786-1823

Diane LeResche
President
Juneau World Affairs Council
1704 Willow Drive
Juneau, AK 99801
(907) 586-2076

California

Jean E. Davis
Executive Director
World Affairs Council of San Diego, Inc.
House of Hospitality
Studio One, Balboa Park
San Diego, CA 92101
(619) 231-0111

Executive Director
Los Angeles World Affairs Council
900 Wilshire Boulevard
Suite 230
Los Angeles, CA 90017
(213) 628-2333

Marylin V. Jacobsen
Executive Director
World Affairs Council of
Inland Southern California
Riverside, CA 92521
(714) 787-5744

M. Roy Knauft
Executive Director
World Affairs Council of Orange County
P.O. Box 1926
Santa Ana, CA 92702
(714) 835-2564

Barbara Pitts
President
World Affairs Council of
the Desert
471 East Tahquitz-McCallum, Room 24
Palm Springs, CA 92262
(714) 325-9317

Peter Tarnoff
Executive Director
World Affairs Council of Northern California
312 Sutter Street, Suite 200
San Francisco, CA 94108
(415) 982-2541

Colorado

John T. Baker
Executive Director
Colorado Springs World Affairs Council
P.O. Box 608
Colorado Springs, CO 80901
(303) 633-7396

Connecticut

Marjorie D. Anderson
Executive Director
World Affairs Center, Inc.
1380 Asylum Avenue
Hartford, CT 06105
(203) 236-5277

Wilbur Miller
Chairman
Stamford Forum for World Affairs
19 Crestview Avenue
Stamford, CT 06907
(203) 323-6187

Florida

Arnold Lamm
President
Naples Council on World Affairs
P.O. Box 1434
Naples, FL 33939
(813) 261-7613

Clyde C. Wooten
Miami Council on World Affairs
Center for Advanced International Studies
University of Miami
P.O. Box 8123
Coral Gables, FL 33124
(305) 284-4303

Hawaii

Brenda Lei Foster
Executive Director
Pacific and Asian Affairs Council
2004 University Avenue
Honolulu, HI 96822
(808) 941-6066/5355

Illinois

Jean B. Garber
President
Quad-Cities World Affairs Council
24 Woodley Road
Rock Island, IL 61201
(309) 786-1389

John R. Howard
President
Peoria Area World Affairs Council, Inc.
Institute of International Studies
Bradley University
Peoria, IL 61625

John E. Rielly
President
Chicago Council on Foreign Relations
116 South Michigan Avenue
Chicago, IL 60603
(312) 726-3860

Indiana

Thomas S. Fedor
Executive Director
Indiana Council on World Affairs
Office of International Programs
IUPUI ES 4101
902 West New York Street
Indianapolis, IN 46223
(317) 264-2081

Kentucky

James A. Van Fleet
Executive Director
Louisville World Affairs Council
International Center
University of Louisville
Louisville, KY 40292
(502) 588-6602

Louisiana

Kristin B. Krueger
Director of Operations
Foreign Relations Association of New Orleans
611 Gravier Street
408 International Building
New Orleans, LA 70130
(504) 524-2168

Maine

Frank A. Burd
Executive Director
Baltimore Council on Foreign Affairs
Suite 2155, World Trade Center
Baltimore, MD 21202
(301) 727-2150

Massachusetts

Lt. Gen. Robert L. Nichols, USMC (Ret.)
Executive Director
World Affairs Council of Boston
22 Batterymarch Street
Boston, MA 02109
(617) 482-1740

Sue C. Root
President
and
Emma W. Anderson
Program Coordinator
World Affairs Council of the Connecticut Valley, Inc.
P.O. Box 4234
Springfield, MA 01101
(413) 536-5837

Michigan

Art Hoover
Executive Director
World Affairs Council of Western Michigan
143 Bostwick, N.E.
Grand Rapids, MI 49503
(616) 458-9535

Marjorie S. Katz
Executive Secretary
Center for Peace and Conflict Studies
Detroit Council for World Affairs
Wayne State University
5229 Cass Avenue
Detroit, MI 48202
(313) 577-3453/3468

Minnesota

William C. Rogers
Director
World Affairs Center of Minnesota
University of Minnesota
306 Westbrook Hall
77 Pleasant Street, S.E.
Minneapolis, MN 55455
(612) 373-3709

Missouri

Eliot S. Berkley
Executive Director
International Relations Council
210 Westport Road
Kansas City, MO 64111
(816) 531-0089

Helen C. Morrin
Director
World Affairs Council of St. Louis
212 North Kingshighway
St. Louis, MO 63108
(314) 361-7333

New Hampshire

David L. Larson
Consultant
New Hampshire Council on World Affairs
11 Rosemary Lane
Durham, NH 03824
(603) 862-1683

New York

Diane J. Burton
Executive Director
Buffalo Council on World Affairs, Inc.
864 Delaware Avenue
Buffalo, NY 14209
(716) 883-0547

Honorable Angier Biddle Duke
Chairman
World Affairs Council of Long Island
Long Island University-Southampton Campus
Southampton, NY
(516) 283-4000
and
Honorable Paul W. Williams
Director
World Affairs Council of Long Island
WINTER: Plantation Lane
North Palm Beach, FL 33406
(305) 622-8234
SUMMER: Box 1508
Westhampton Beach, NY 11978
(516) 288-1881

Ohio

Virginia Frick
Executive Director
Columbus Council on World Affairs
The International Center
57 Jefferson Avenue
Columbus, OH 43215
(614) 461-0632

William C. Messner, Jr.
President
Cincinnati Council on World Affairs
Dixie Terminal Building, Suite 1028
Cincinnati, OH 45202
(513) 621-2320

L. Pamela Pease
Executive Director
Dayton Council on World Affairs
300 College Park
Dayton, OH 45469
(513) 229-2319

Emory C. Swank
President
Cleveland Council on World Affairs
601 Rockwell Avenue
Cleveland, OH 44114
(216) 781-3730

Oregon

Charlotte T. Kennedy
Executive Director
World Affairs Council of Oregon
1912 S.W. Sixth Avenue, #252
Portland, OR 97201
(503) 229-3049

Pennsylvania

Buntzie Ellis Churchill
President
World Affairs Council of Philadelphia
3rd Floor Gallery, John Wanamaker Building
1300 Market Street
Philadelphia, PA 19107
(215) 563-5363

Ellery B. Haskell
President
World Affairs Council of Reading and Berks County
515 North 26th Street
Reading, PA 19606
(215) 779-6507

George C. Mitchell
Executive Director
World Affairs Council of Pittsburgh
100 Fifth Avenue
Pittsburgh, PA 15222
(412) 281-7970

Rhode Island

Leonard J. Cohen
President
World Affairs Council of Rhode Island
719 Industrial Bank Building
Providence, RI 02903
(401) 421-0401

Texas

John E. Douglas
Chairman
Austin World Affairs Council, Inc.
4620 Crestway Drive
Austin, TX 78731
(512) 452-2239

Robert T. Handy
Director
Gulf Coast Council on Foreign Affairs
8001 Palmer Highway
Texas City, TX 77591
(409) 938-1211 ext. 297

Maj. Gen. Willard Latham, U.S.A. Ret.
Executive Director
Dallas Council on World Affairs
1310 Annex-Suite 101
Dallas, TX 75204
(214) 827-7960

Marie Swartz
Executive Director
World Affairs Council of San Antonio
Box 422, Trinity University
715 Stadium Drive
San Antonio, TX 78284
(512) 736-7467

Washington

Jill Severn
Executive Director
World Affairs Council of Seattle
Madison Hotel
515 Madison Avenue
Seattle, WA 98104
(206) 682-6986

Germany

Minister-Counselor Charles A. Schmitz
Executive Director
Ramstein Council on International Relations
c/o CINCUSAFE Political Advisor
APO New York 09012
631-47-6869 (Ramstein Air Base, Germany)

Associate Organizations

District of Columbia

James R. Huntley
President
The Atlantic Council of the United States
1616 H Street, NW
Washington, DC 20006
(202) 347-9353

Ambassador Joseph John Jova
President
Meridian House International World Affairs
Study Program
1630 Crescent Place, NW
Washington, DC 20009
(202) 667-6800

Martha T. Mills
Director
League of Women Voters Education Fund
1730 M Street, NW
Washington, DC 20036
(301) 429-1965

Rosemary Niehuss
President
World Affairs Council of Washington, DC
1750 K Street, NW, Suite 1200
Washington, DC 20006
(202) 293-1051

Georgia

Peter C. White
President
The Southern Center for International Studies
Suite 1239, Lenox Towers
3400 Peachtree Road, N.E.
Atlanta, GA 30326
(404) 261-5763

Illinois

J. Terry Iverson
Continuing Education in International Affairs
University of Illinois at Urbana-Champaign
205 Arcade Building
725 South Wright Street
Champaign, IL 61820
(217) 333-1465

New York

Peggy Sanford Carlin
UNA-USA
300 East 42nd Street
8th Floor
New York, NY 10017
(212) 697-3232

Wisconsin

Carol Edler Baumann
Director
Institute of World Affairs
P.O. Box 340
University of Wisconsin-Milwaukee
Milwaukee, WI 53201
(414) 963-6094

SECTION VIII
ORGANIZATIONS WITH SPECIAL INTERESTS: EXAMPLES OF ORGANIZATIONS THAT FOCUS ON PEACE, CONFLICT STUDIES AND TEACHING ABOUT NUCLEAR ISSUES

ORGANIZATIONS WITH SPECIAL INTERESTS: EXAMPLES OF ORGANIZATIONS THAT FOCUS ON PEACE, CONFLICT STUDIES AND TEACHING ABOUT NUCLEAR ISSUES

Many organizations that represent special interests or concerns publish materials suitable for classroom use. For example, several groups provide information about issues associated with national security, threats to the environment and population. Concerned with conflict studies and peace education including the issue of nuclear weapons, the organizations listed below have publications available for professional and school use.

Arms Control Association
1? Dupont Circle, N.W.
Washington, DC 20036

Center for Peace and Conflict Studies
Wayne State University
5229 Cass Avenue
Detroit, Michigan 48202

Consortium on Peace Research, Education and Development (COPRED)
Kent State University
Center for Peaceful Change
Kent, Ohio 44242

Educators for Social Responsibility
23 Garden Street
Cambridge, Massachusetts 02138

Institute for Peace and Justice
2913 Locust
St. Louis, Missouri 63103

National Center for Justice and Peace Education
National Catholic Educational Association
One Dupont Circle, Suite 350
Washington, DC 20036

World Policy Institute
(formerly Institute for World Order)
777 United Nations Plaza
New York, New York 10017

World Without War Council, Inc.
175 Fifth Avenue
New York, New York 10010

SECTION IX
ADDITIONAL SOURCES

ADDITIONAL SOURCES

Among the large number of commercial sources are:

Social Studies School Services
10,000 Culver Boulevard
P.O. Box 802
Culver City, California 90230-9983

Free catalogues on global education, world history and other topics of interest to the international classroom.

World Eagle, INC.
64 Washburn Avenue
Wellesley, Massachusetts 02181

Monthly compilation of up-to-date maps, charts, and facts. Publications include World View Posters, Global Perspective Maps and *Africa Today, An Atlas of Reproducible Pages.*

FACTS ON FILE
460 Park Avenue South
New York, New York 10016

A weekly digest of world news, categorized by topics such as "Finance," "World Affairs," "Latin America."

World Information Sources
A New Series of International Sourcebooks
David S. Hoopes, Editor
130 North Road
Vershire, Vermont 05079

The Global Guide Series includes the Global Guide to International Business and the Global Guide to International Education. The third volume in the series, the Global Guide to International Travel, will be available in 1985.

U.S. GOVERNMENT PUBLICATIONS AND PROGRAMS

Government agencies provide an endless variety of information and opportunities helpful in learning about other nations and peoples and international events and processes.

General Social and Economic Characteristics

Among the Federal government agencies are:

The U.S. Department of State
- Fact Sheets

The U.S. Department of Commerce
- Foreign Economic Trends

The U.S. Information Agency
The U.S. Department of Defense
The U.S. Department of Education
- Opportunities Abroad for Educators

The U.S. Central Intelligence Agency
The World Factbook - 1984
- Provides data on countries and nations including information about population, military manpower, GNP, imports and exports.
- Produced annually, available from:

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402
(stock no. 041015 00151-5)

The U.S. Department of Agriculture
The U.S. Agency for International Development
- AID Highlights

State governments also provide a wealth of data. See Department of Commerce, Foreign Trade Zones.

APPENDICES

Appendix A

The "Instruments for Assessing Current Programs" are from *Improving International Understanding: A School District Planning Guide*, Indiana/Kentucky International Understanding Project, New Albany-Floyd County Consolidated School Corporation, New Albany, Indiana, pp. 21-24.

ASSESSING CURRENT GLOBAL STUDIES PROGRAMS

Where and when are global topics included in the curriculum? Checklists can be used to chart the coverage of global concerns in the regular curriculum. Two questions are addressed by these checklists:

(1) In what subjects are global topics taught?
(2) At what grade levels are global topics taught?

Two Ways to Use These Checklists

Approach #1: The Instructional Curriculum
Using this approach, the checklists should first be completed by each teacher in the district. Then a combined tabulation of responses would show the district pattern of what is actually taught related to world concerns.

Approach #2: The Written Curriculum
Using this approach, the checklists could be completed by a single observer who has access to the written objectives for each subject area. If a valid list of written objectives is not available, the first approach should be used.

Directions for Marking the Checklists
Check the boxes which show what subjects include the listed topic. Please list your name and school before beginning.

Name _____ Grade Level _____

School _____ Subject _____

(PART 1) IN WHAT SUBJECTS ARE GLOBAL TOPICS TAUGHT?

Check all appropriate boxes.

I. GLOBAL-LOCAL INTERCONNECTIONS: Studying the World from a Local Perspective

	Social Studies	Language Arts	Math	Science	Foreign Language	Music	Art	Industrial Arts	Home Economics	Health/Safety/PE	Driver Education
A. Imported products/ideas											
B. Exported products/ideas											
C. Global-local business connections											
D. Global-local transportation connections											
E. Global-local education connections											
F. Global-local arts connections											
G. Global-local language connections											
H. Global-local family heritage connections											
I. Global-local media connections											

II. AREA STUDIES: Studying the World from a National/Regional Perspective.

	Social Studies	Language Arts	Math	Science	Foreign Language	Music	Art	Industrial Arts	Home Economics	Health/Safety/PE	Driver Education
A. East Asia											
B. Southeast Asia											
C. South Asia											
D. Australia											
E. Pacific Islands											
F. Middle East											
G. North Africa											
H. East Africa											
I. West Africa											
J. South Africa											
K. West Europe											
L. Scandinavia											
M. East Europe											
N. Soviet Union											
O. Latin America											
P. North America											

III. PLANET-WIDE CONCERNS: Studying the World from a Global Perspective.

	Social Studies	Language Arts	Math	Science	Foreign Language	Music	Art	Industrial Arts	Home Economics	Health/Safety/PE	Driver Education
A. Food											
B. Energy											
C. Work											
D. Families											
E. Communication											
F. Human Rights											
G. Peace											
H. Education											
I. Transportation											
J. Pollution											
K. Resources											
L. Arts											
M. Alternative Futures											

Appendix B

The "Exercise in Selecting and Ranking Goals and Objectives" is from *Improving International Understanding: A School District Planning Guide*, Indiana/Kentucky International Understanding Project, New Albany-Floyd County Consolidated School Corporation, New Albany, Indiana, pp. 36-43.

AN EXERCISE IN SELECTING AND RANKING GOALS AND OBJECTIVES

Teachers do not value the same objectives. The purpose of this exercise is to indicate which objectives you and your colleagues think are important, and to develop a definition of global education to fit the objectives which you and your colleagues have selected.

The following procedure is suggested. The procedure can, of course, be used with other lists of objectives.

1. Look at the objectives shown taken from INTERCOM 84/85 (I suggest you deal with the column titled "capacities").

2. After you have studied these objectives, add any others that are dear to your heart. Then do the following:

   2.1 Place a + in front of those objectives which you consider to be very important.

   2.2 Place a ✓ in front of those about which you feel just "so so".

   2.3 Place a - by those that you feel are of little importance.

3. After you have individually marked each of the objectives, form into small groups and compare your results with other members of the group. Try to reach a consensus on the priority you assign the objectives.

4. Once you have reached a consensus on some of the objectives, try to develop a definition of global education which is consistent with the objectives you have selected.

The attached statement of goals and objectives has been widely distributed and generated much discussion. It is among the more comprehensive statements available and is considered by some to be a classic.

Goals and Objectives*

There are specific competencies involved in enhancing an individual's effective and responsible participation in the world system. For each *competency*, we can identify contributing *capacities*. In turn, these depend on traits which we have labeled *abilities*. In simplified chart form, these competencies, capacities, and abilities include the following:

COMPETENCE in . . .	requires the CAPACITY to . . .	which involves the ABILITY to . . .
perceiving how one is involved in the world system . . .	1) perceive oneself and all other individuals as members of a single species of life—a species whose members share: —a common biological status; —a common way of adapting to the natural environment; —a common set of biological and psychological needs; —common existential concerns; and —common social problems . . .	a) identify human beings as living things with characteristics which distinguish living from nonliving systems; b) locate the human species in a taxonomy of life; c) compare the human species with other life forms and identify points of similarity and difference; d) recognize that all humans create culture; perceive culture as our species' peculiar way of adapting to its environment (this also involves being able to identify those elements of culture which are universal, despite different geographical or historical settings); e) identify major historical events and trends that have shaped the global development of human culture; f) identify similarities and parallels in the historical experience of different groups and societies; g) identify certain common problems in different cultural settings; h) recognize that people culturally different from oneself have needs, behaviors, concerns, and life experiences similar to one's own; i) identify in one's own life needs, behaviors, concerns, and experiences common to all humanity.
	2) perceive self and all humans as a part of the earth's biosphere . . .	a) conceive of the natural environment as a single, integrated global system; b) perceive that the satisfaction of all human needs (psychological as well as biological) depends directly or indirectly upon the natural resources in the earth's biosphere; c) think of oneself as only one consumer of resources and to recognize that these resources come from geographically different parts of the biosphere; d) comprehend that the supply of many of the world's most critical natural resources is finite; e) understand that the activities of all humans, individually and collectively, affect the earth's biosphere; f) see that different lifestyles have different impacts on natural systems; g) perceive that there are alternative ways of acting out human/environment relations and that these alternatives have differing effects on environmental health.

*From *Intercom 84/85, Education for a World in Change: A Working Handbook for Global Perspectives,* © 1976 by Center for Global Perspectives, 218 E. 18th Street, New York, N.Y. 10003. Reprinted by permission.

	3) see how each person, and the groups to which that person belongs, are participants in the world's socio-cultural system . . .	a) identify in one's own life space the technologies, institutions, languages, and beliefs which link one to people in other parts of the world; b) identify ways in which one's own community or region are involved in transnational flows of goods, services, information, money, and people; c) identify the interdependent networks (economic, social, military, ecological, and technological) which link the United States and other nations; d) conceive of a world system made up of many different entities such as international organizations (public and private), multinational corporations, national governments, and subnational groups (such as cities and states); e) perceive that most groups and organizations to which one belongs (e.g., churches, business firms, banks, youth groups) are involved in a variety of international activities, with consequences both for Americans and people in other countries.
	4) perceive that people at all levels of social organization —from the individual to the whole society—are both "cultural borrowers" and cultural depositors"; they both draw from and contribute to a "global bank of human culture" that has been and continues to be fed by contributions from all peoples, in all geographical regions, and in all periods of history . . .	a) conceptualize culture as a human creation varying among particular groups and societies, but serving universal objectives; b) trace the historical and geographical origins of —the technologies —the languages —the institutions —the beliefs that are important to oneself or one's community or nation; c) identify contributions (technologies, beliefs, institutions, languages) made by one's own community, nation, religion, or ethnic group to the "global bank of human culture."
	5) perceive that people have differing perceptions, beliefs, and attitudes about the world system and its components . . .	a) identify and describe one's own opinions, attitudes, beliefs, etc. about such questions as war and peace, inequalities in the distribution of the world's wealth, and other societies; b) identify the sources of one's own orientation toward the world; c) reflect on the possible consequences for one's self and others if one had different world views; d) recognize that others may view one's own nation or culture from another perspective; e) identify possible sources of the views others have of us.
making decisions . . .	1) make "creative" personal decisions regarding one's own lifestyles, in adjusting to "imposed and uncontrollable" changes . . .	a) recognize intellectually and accept emotionally the need for changes in lifestyles; b) identify and/or create alternative lifestyle possibilities; c) identify one's basic values and long-term interests; d) evaluate alternative lifestyles in terms of one's basic values and interests; e) become committed to specific changes in lifestyle which best meet one's own values and needs.

	2) perceive and indentify the transnational consequences of one's personal decisions and of the collective decisions of the groups to which one belongs . . .	a) perceive that personal and collective decisions made by Americans have consequences for other parts of the world; b) discriminate among decisions and identify those with transnational consequences; c) identify the specific consequences of such kinds of decisions.
	3) "take into consideration" the interests of others when making decisions with transnational consequences . . .	a) empathize with others and to recognize their needs, feelings, and interests; b) hold others' interests as legitimate and valuable as one's own interests.
	4) perceive and identify long-term consequences of individual and collective decisions . . .	a) perceive that actions have consequences over time, and can —ramify —accumulate or aggregate; b) perceive that actions can have consequences difficult to identify or predict, especially over the long term.
	5) "take into active consideration" the interests of future generations when making personal and collective decisions . . .	a) identify basic needs and interests of future generations; b) identify emotionally with the yet unborn; c) hold the interests of future generations as legitimate and as valuable as one's own interests.
making judgments . . .	1) perceive the choices confronting individuals, communities, nations, and the human species, with respect to major world problems . . .	a) identify choices and alternative actions in respect to problems of managing: —cultural diversity —conflict and violence —cultural change —human/biosphere relations —population growth
	2) acquire and process information analytically and to use reflective moral reasoning when making judgments about world problems . . .	a) use standard references—maps, graphs, charts, documents, etc.—as sources of information; b) acquire information from direct observation and interviewing (in real or simulated settings); c) make systematic comparisons; make and judge logical inferences; create and test hypotheses; categorize, classify, and conceptualize; d) justify a specific value judgment by reference to a more general value; e) relate general values to specific situations.
	3) identify, describe, and analyze one's own judgments about world problems	a) articulate one's empirical, moral, and prescriptive beliefs; b) perceive one's beliefs as choices among alternative beliefs; c) identify alternative beliefs; d) compare the empirical and ethical assumptions underlying different beliefs.

	4) perceive that human experience, earlier and elsewhere, may possibly be more useful for dealing with contemporary problems than beliefs dominant today . . .	a) perceive one's own and other societies within a frame of reference relatively free of ethnocentric bias; b) develop "progressively deeper levels of cross-cultural awareness"; c) engage in cross-societal and cross-cultural communications to learn about world problems; d) "use" the "traditional wisdom of humankind"—religion, literature, myths, and the visual arts—as a source for new insights, perceptions, and modes of thinking about contemporary problems.
	5) perceive the world system in a systematic manner . . .	a) identify interrelationships among trends, changes, and problems in the world system; b) perceive that any given action or change can have —multiple consequences —different consequences for different countries or for different groups within one country —different consequences for particular human values, e.g., wealth, power, safety, health.
	6) analyze, evaluate, and create models of alternative futures . . .	a) identify explicitly values one would like to see maximized in future world systems; b) identify alternative ways of organizing the world social system; c) portray these alternatives in scenarios, simulations, role-playing exercises, short stories, models, etc.; d) evaluate the consequences, for different value structures, of alternative forms of world social organization.
	7) analyze controversy surrounding an issue, problem, or policy . . .	a) identify and distinguish disputes over definitions, value claims, and factual claims; b) analyze the relative "validity" of alternative factual claims and definitions of values; c) tolerate, intellectually and emotionally, conceptual, factual, and moral ambiguities.
exerting influence . . .	1) exercise influence through	
	a) lifestyle decisions . . .	a) perceive relationships between elements in one's own lifestyle and problems, situations, or circumstances one wants to change or affect; b) identify concrete ways in which one can change or modify "undesirable" elements in one's lifestyle; c) commit oneself emotionally to making these changes; d) handle the emotional and philosophical issues arising from the realization that one's personal actions have only minuscule systemic effect.
	b) work-related activities . . .	a) identify relationships between one's job and/or profession and problems, situations, or circumstances one wants to change or affect; b) identify opportunities for action within one's occupation.

c) social action . . .	a) identify groups and organizations in one's life-space which engage in activities related to problems, situations, or circumstances one wants to change or affect; b) arrange one's time and responsibilities to allow for participation in these activities; c) commit oneself emotionally to involvement in these activities; d) identify potential opportunities for social action within groups and organizations of which one is a member and where one has the opportunity to advocate, initiate, and/or organize programs or projects; e) deal emotionally and philosophically with the problems which arise when given action programs 1) fail and/or 2) are recognized as having limited impact.
d) political activities . . .	a) perceive that there are "alternative routes to international participation," i.e., organizations and institutions at local, state, national, and international levels through which individuals can exert influence regarding a given problem, situation, or issue; b) identify the organization(s) or institution(s) most relevant to the problem, situation, or issue with which one is concerned; c) assume an active organizational role, such as that of a supporter, advocator, or organizer of activity; d) deal emotionally and philosophically with situations and dilemmas inherent in all political activity (e.g., frustration, disappointment in the face of failure to achieve one's ends, moral ambiguities).
e) modeling and other forms of education . . .	a) perceive that there are individuals who model their behavior on yours; b) identify situations and settings in which one can deliberately model competencies associated with effective and responsible participation in the world system, or engage in other forms of education.

Appendix C

"Inventorying the Home, School and Community" is from *Improving International Understanding: A School District Planning Guide*, Indiana/Kentucky International Understanding Project, New Albany-Floyd County Consolidated School Corporation, New Albany, Indiana, pp. 55-59. It is taken from a larger article by Charlotte Anderson and Barbara Winston and first appeared in the *Journal of Geography*, January 1977.

Dear Parents:

We are beginning a study of the ways people in *(name of city)* are linked to people around the world or, to put it simply, to the global community. During this period, your son or daughter will be identifying the global links he or she has personally. Thus, we will need your help and patience. Students will be identifying ways their family heritages link them to the world. Where did their ancestors originate? Have family members ever lived abroad? If so, where? Does the family maintain communication with anyone abroad? If so, where? How often?

Students will be taking an item-by-item inventory of their homes to identify products from other countries and asking if any family members are involved in international or global activities through their jobs or organizations. They will be identifying the global linkages provided by radio, television, newspapers, and magazines that regularly come into their homes.

In addition to these individual home analyses, students will be surveying their total community to find out how many foreign cars and bikes are on the roads and whether they are sold by local dealers; how many different ethnic restaurants, exporters, and importers there are in our community; how many shops selling products from around the world there are; and how local voluntary organizations and local churches link us to the world.

If you are or know of any people who are especially active or concerned about international affairs, please let us know. Perhaps such a person would be willing to help us with our study.

All of these experiences are designed to help us see more clearly the involvement of each and every one of us growing in a global community. When we have completed our study, we would like to have you come to school so we may share our findings with you. We will let you know the date and time.

Sincerely yours,

Figure 1. Example of a letter to be sent to parents at the outset of local-global community study

INVENTORYING THE HOME

Explain to the class that they are going to conduct a study to find ways in which they, members of their families, and members of the local community are linked to places around the world. The links will be explored through the following series of activities.

People

Identify locations of any relatives currently living abroad. Extend this to an analysis of types of communications maintained and the things students learn about another part of the world by means of such contact. Map places outside the U.S. to which family members have traveled. Ask students to tell about family members and others who, through their employment, are linked to the global community (e.g., employees of multinational corporations or international departments of banks, people in the import-export business, teachers with colleagues or students from abroad, salespeople who handle imported merchandise, or visitors who have been in the home).

To the Community:

(Name of your city) in the World: The World in *(name of your city)* is the name we are giving to a new unit of study our class is beginning. During this study we will be trying to identify all the ways people in (your city) are linked to the world outside the United States. We will be approaching people in businesses, churches, and voluntary organizations to seek information on the international activities of those people. If one of our classmembers approaches you, your help and patience will be greatly appreciated.

We are especially anxious to identify in the community those who are particularly involved in or concerned about such international relationships. If you are such a person, would you be willing to help guide our community study or do you know someone who might? Please contact _____.

Thank you, people of the world and *(name of your city)* for your help.

Signed _____

Figure 2. Example of a letter to be sent to local newspaper at outset of local-global community study

Ask your class if any of their homes offer the opportunity to learn another language or to taste a type of food commonly prepared in another part of the world. Such information can be organized into a "Class Directory of Global Resources." Categories in the directory might include such listings as "Places To Go for Recipes for Food from around the World," "Places To Go To Learn Another Language," "Places To Go To Have Something Translated," and "Places To Go To Learn Songs from around the World." Each student should submit his or her name, address, and phone number and list the global resources that would be available in his or her home.

Things

Inventory the household for all items made in another country. Remember that some of these will have "Made in . . . " indicated on them. Others will be unmarked and the sources will have to be traced through encyclopedias, etc. Data from the household inventory can be compiled on one large classroom map. A display of sample items might be made. Other ideas include making a collection of empty spice cans for students to label with the global links identified. A cooperative local grocer might allow students to educate customers by making posters identifying origins of fresh produce, spices, or other products for display in appropriate spots in the store.

Communications media

These activities involve content analysis of daily or weekly newspapers received at home to find global links. Students should work in groups of three or four members and proceed according to the following instructions:

1. Go through the entire paper and clip or tear out all articles, ads, etc. in which another country or part of the world is mentioned. What percent of your paper is "global" in content?
2. Categorize the clippings into these groups:
   a. Events having potential global impact (cut across national boundaries)
   b. Events limited to a local place and time (local social affairs, crimes, etc.)
3. Further subcategorize the clippings in group 2a into piles according to events that are basically economic, political, military, or other (explain).
4. Map the above global events. Devise symbols for each subcategory of global events (as in #3 above) and plot the symbols within the boundaries of the countries involved. Locate your own community by using another symbol. Draw lines to connect you (in your community) to each of these places in the global community. (IMPORTANT: In some cases, you will need to draw solid lines from one country to you to show direct associations. But in other cases, such as when an event has occured in a place where representatives of several countries have been drawn together, a different map technique should be used. For example, for OPEC nations meeting in Vienna, draw broken lines from each OPEC nation to Vienna and a solid line from Vienna to you. In the case of a bombing of Algerian embassies in London, Bonn, and Rome, draw broken lines from each of these places to Algeria and a solid line from Algeria to you.) Review your clippings and identify the news event or cluster of events which you predict will be likely to have the greatest effect on you within the next ten years. Circle the proper symbol(s). Write a brief description of this event at the base of the map. Present your opinions to the class with reasons for your choice. Compare reasons why your choices are similar and different from those of your classmates. Finally, write a descriptive title and provide a key for your map.

Additional activities involving communications media follow:

1. Have the students analyze newspapers each day for a period of a week or longer. Maps should be posted as compiled. For carrying out their analysis, the class should be given the following instructions:
   a. Rank parts of the world according to the amount of coverage each had in the local paper during this time: Western Europe, Eastern Europe, U.S.S.R., Asia, Africa, Middle East, South America, Central America, Canada, etc.
   b. What part(s) of the world seems to be having the most consequence for your future? Note the circled event(s) on each map.
   c. Consider the reported events you felt were most likely to have vital consequences for you in the future. Group these events into categories (distribution of natural resources, energy, military, etc.). What kinds of global problems do you see that you are most concerned about? What have other classmates chosen? Prepare an argument for your choice and debate with someone who has made another.
   d. Do you feel local newspaper has provided you with adequate coverage of this vital global problem? What else do you think you should know about it? Make a list of possible sources in your community for receiving this kind of information (individuals as well as organizations, communications media, etc.).
2. If your community has both weekly and daily newspapers, follow the above procedure in analyzing both. Compare results.
3. Do you feel that local newspapers are providing adequate global coverage? What suggestions would you like to make to the publishers? Perhaps members of the class would like to contribute to the newspaper to better inform the local community about their global community. Such a contribution might take the form of an information column which, in each issue, presents an overview of a different country or city abroad, with special emphasis on events that are likely to affect local residents, however indirectly. Or, students may want to "profile" organizations, industries, or individuals whom the class has discovered to be especially active globally.
4. Monitor TV newscasts for a period of time and compare newspapers with TV coverage. For younger children, make a classroom model of a TV screen. As the children learn about a place via TV, they can post the name of that place on the classroom screen. They should be able to tell the class what they learned about the place as they post the name.

INVENTORYING THE SCHOOL

Do a visual inventory of the walls in the classroom. What information about other parts of the world—pictures, posters, maps, etc.—is visible? Conduct a content analysis of all books and printed matter in the room. Small groups can be assigned to specific categories of books. Discuss special "program" and learning experiences students have had that focused on the world outside the U.S.

Do a similar visual inventory of the walls throughout the school. Discuss any schoolwide programs focusing on the global community. Inventory any links provided by the faculty and staff. (Replicate the family inventory of ancestors, travel, relatives, etc.)

Leave a "Global Community" box in a strategic spot in the district headquarters office, in the principal's office, and in the classroom. The box will attract attention if it is designed to catch people's eyes and give them the message quickly. It might look something like the one in figure 3. Next to each box should be a quantity of data sheets for people to fill out and deposit. A sample sheet is shown in figure 4. After an extended period, collect the boxes and compile and analyze the information. Be certain to code the data sheets according to the location of the box from which they were taken. These types of analysis may be interesting for students:

1. Where do most people from other countries make contact with your schools? In the district office? At the individual school level, in the principal's office, the individual classrooms, or some combination of these? This information will be most easily discovered by charting it thus:

	District Office	*Principal's Office*	*Our Class*
Number of visitors from abroad			

There may, of course, be overlap here, but each visit to each site should be recorded, even if it represents the same person.

2. Use one of the paper maps to mark where these "foreign" visitors come from. Children should map this information and draw lines from the individual countries represented to their location. Prepare a title and key for the map.
3. Select a class in another school in the district that might do the same study. Graph, chart, or map the data you have on the global links to your own classroom and exchange this information for comparison. How do you explain any differences found? Do the same for the individual schools.
4. Compile the data sheets from the three boxes and set aside any duplicates (i.e., a form filled out by the same person at more than one location). Identify all the countries visited in the past year and expected to be visited in the next. Map this information and draw lines form each country to you to symbolize how, through these people, these countries become linked to you. Discuss why these should be considered links to you. (With people in your school, this person may discuss ideas, people, or places he has visited and, on subsequent visits to other countries, may take information about your school to others.) Do similar analyses of communication, friends, and languages. Are there some parts of the world to which you are more intensely linked than others? Can you explain this? Can you remedy this? Do you want to? Why or why not?

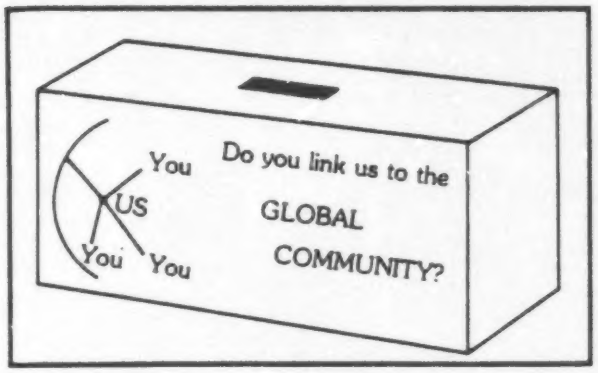

Figure 3. Global community box

We students of (name of school) are studying the ways we are linked to the global community. Will you please help us find out how you are linking us by giving the following information about yourself?

Country where born _____
Country where you live now _____
What countries have you visited in the last year?
What countries have you visited in the last year?

_____

What countries do you expect to visit in the next year?

_____

In what countries do you have people with whom you regularly communicate?

_____

Name the countries where you have friends or where you used to have friends. _____

_____

Languages you speak _____ read _____
Would you like to receive a letter from us telling you what we learned about our links to our global community? If so, please leave your name and address.

Figure 4. Sample data sheet to accompany global community box

INVENTORYING THE COMMUNITY

Several activities for studying the ways in which the community affects and is affected by other parts of the world involve using the local telephone directory.

1. Students should turn to the section labeled *restaurants* in the yellow pages of the telephone directory. Instruct them to skim that section to discover clues about global linkages and to list the clues on a piece of scratch paper. The finished list should be shared with someone else who might make useful additions.
2. Using the clues you have decided upon, make a complete list of the places in the world with which your community is linked through its restaurants. Some of the places might be cities (as you would infer from the Acapulco Inn), countries (as from Doro's Excellent Expensive Italian Cuisine), or other geographical locations (as from the Mediterranean House). Some entries in your list might be based on an inference made from food served, as in gyros (from Greece) rather than a place name. Perhaps you have thought of other clues.
3. Map the links you have discovered. Use a colored marking pen and enter the symbol * to represent your community. Label your city next to this symbol. Use the symbol Δ to locate at random a point in a country where you have found a link from your survey. If, for example, your survey revealed the Acapulco Inn, Taco Fiesta, and A Little Bit of Mexico as well as four additional restaurants that specialize in Mexican foods, you should enter seven symbols anywhere within the borders of Mexico. Draw lines from each country having the symbol Δ within it to your community (*). Make a title and key for your map. Post the map and study patterns in your data. Are all parts of the world represented in your mapped linkages? Do you seem to have greater representation in some parts of the world than in others? In some countries rather than in others? Consider why these ethnic restaurants may be located in your community. Indicate ways to test hypotheses.

Additional activities for using the classified directory include further use of this exercise to focus on other categories of information in the yellow pages. Check listings for gift shops, translators, ski equipment, steamship companies, or electronic equipment. The class can also go through the local directory to identify additional categories that offer evidence of their global links. As they report results of their analyses, ask students to identify the clues they used.

You may want to take a walking tour of an especially "potent" section of the business area, that is, where there are concentrations of ethnic restaurants, travel agencies, or "foreign" gift shops. If you are handy with a camera, you can photograph key sections of the community and show them to the class instead.

Take the students on a walking tour of the business district and have them take notes on all the indicators of global links. You may focus on the entire district or choose differing sized entities for small groups to focus on—a single shop, a counter in one shop, the outside of shops in a one-block area, or the outside of shops in the total business district. For example, a random survey of a gift shop might turn up perfume from France, scarves from the Philippines, baskets from Taiwan, or wooden toys from Germany. One square block might have an Indian shop, a Persian shop, a travel agency, an airline ticket office, a bank with an international department, the offices of the Boy Scouts, Kiwanis International headquarters, or a French restaurant. A large-scale map of any of these areas could be used to link each business (or product, if mapping a single business) to the appropriate area on a world map posted next to the student-drawn, large-scale map.

Another activity is to keep records of foreign cars and bicycles seen on streets, in particular parking lots (the school parking lot?), in local bike shops, and at local car dealers. Have the student identify the country of origin of each and map these links. (NOTE: Dealers are usually happy to give students pictures that they can use to make their map and/or display more interesting. This should be a weekend project that children would be happy to do. Even the nonreader can probably recognize hood emblems and car insignia.)

Identify "global" miscellanea such as "languages" read around the world—dance, music, international traffic signs, chemical formulas, blueprints, the metric system symbols, facial expressions, etc.——or inventory and analyze local voluntary organizations. Remember that churches are institutions with strong historical and current links to the world.

Use census data to study the ethnic make-up of the community. The U.S. Department of Commerce publication, *General Social and Economic Characteristics, 1970* (available for each state), can provide data on the number of foreign-born and of second-generation Americans by country of origin.

1. Duplicate the table "Ethnic Characteristics for Areas and Places: 1970" for your city. There should be one table for every pair of students in the class. (If you prefer, the table could be projected using an opaque projector.)
2. Refer students to the section of the table labeled "Country of Origin." Explain that each of the countries listed below that title represents a place where some of the city's residents were born. Ask students how many of your city's people were born outside of the U.S. Of that total, how many were born in the United Kingdom? Proceed to guide the class through another example or two, if necessary.
3. Ask students to enter the symbol * for their community on an outline map of the world.
4. Using the census data and a reference map of the world, have students locate and shade with a uniform color each of the places from which their city's foreign-born came.
5. Ask students to draw lines from each of the places identified in #4 to their home community.
6. Students should make a title and a key and then post the maps to look for patterns.
7. In the discussion, focus on such questions as, from which parts of the world do most of our city's foreign-born people come? Are there any parts of the world from which we have no representation? What evidence (or proof) could you suggest to show that people bring some of their ways of living to share with others in our city? (Possible answers include *food shops, restaurants, gift shops, language, music,* and *art.*) Imagine how your life would be different if everyone in our city came from *only one* specific place.

CONCLUSION

Remember that this is just the beginning. You and your students will probably generate other ideas about global links in your community. Collecting, mapping, graphing, writing, and talking about such global links might continue as an ongoing project. At some points in the study, you may want to provide synthesizing strategies to tie the students' findings together. Such strategies might also reinforce selected communication skills. For example, students can provide a description and supporting evidence of global links in their community by producing a newsletter on a monthly basis to be distributed in the school, to parents, and to interested community members; planning and presenting an exhibit/program for other students and school personnel or for parents; writing an article for a local newspaper; or inviting other communities in the U.S. or other countries to launch and share results of a similar project. The number of ideas that might be incorporated into the study is virtually unlimited.

Appendix D

"Sample Evaluation Questions" is from *Improving International Understanding. A School District Planning Guide,* Indiana/Kentucky International Understanding Project, New Albany-Floyd County Consolidated School Corporation, New Albany, Indiana, pp. 81-82.

SAMPLE EVALUATION QUESTIONS

The starting point in evaluating a global education program, or any program for that matter, is to pinpoint the questions you want answered. For example, do you want to know how the program influenced course enrollments? Student activities? student knowledge? teacher attitudes? library usage? textbook selection? use of community resources? parent involvement?

Any number of specific questions might be appropriate to assess the influence of the global education efforts. The first task of program leaders is to select a manageable number of questions that will adequately inform the decisions they must make. A list of possible questions is included below.

Most evaluations focus only on a few key questions. Once the questions are selected, technical assistance can be sought in gathering sound answers. Leaders should not abdicate the selection of questions to evaluators. Rather, evaluators should aid program leaders in answering the selected questions and concerns. The person who controls the questions maintains control of the evaluation, and program directors should see this as their legitimate role in the evaluation process.

Once questions are established to guide the evaluation, technical expertise will be needed to research the answers. Suggestions regarding surveys and tests are included in this guide as aids to this technical side of the evaluation process.

I. *Common questions related to students*
   1. How did the program influence student knowledge of other nations?
   2. Did the program improve student knowledge of global issues?
   3. Did the program improve student attitudes towards other cultures?
   4. How did the program influence student leisure reading choices?
   5. Did the program influence student course enrollment?

II. *Common questions related to teachers*
   1. Did the program change teachers' views on the importance of global education?
   2. Did the program promote the use of new materials by teachers?
   3. Did the program improve teacher knowledge of global issues?
   4. Did the program influence teacher attitudes about global issues?
   5. Were workshops useful for participating teachers?

III. *Other common questions*
   1. Did the program bring about greater use of community resources?
   2. Did parent involvement increase as a result of the program?
   3. Did the program promote greater use of library and media resources related to global issues?
   4. Did the program prompt schoolwide projects, such as exchange students or exchange teachers?
   5. What areas of the curriculum did the program influence?